

# ENGLISH

First Additional Language

Grade 5

Learner Book

Terms 3 and 4



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





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## Icon Key



Teacher Guidelines



Group Guided  
Reading



Independent  
Reading



Summary



LSC

Language Structures  
& Conventions



CS

Comprehension  
Strategies



Vocab

Vocabulary



Reading

Reading



# THEME

## More Myths

Term 3

Weeks 1 & 2 | Cycle 1



Myths | Bedtime Stories Storyberries: [https://www.storyberries.com > category > myths](https://www.storyberries.com/category/myths)

- Many of the names of our days of the week come from mythical Gods.
- Tuesday, Wednesday, Thursday and Friday are named after the Norse Gods Tyr, Odin, Thor and Frigg.
- Saturday is named after the Roman God, Saturn.

Interesting Facts



LSC

Remember: This means the a-e are separated in the word. The e goes at the end, to make the a sound long. For example: rate, fame

When -ing is added to a word that ends in e, the e is removed, like: fake = faking save = saving shake = shaking

## Decoding Skills

### Phonic sounds

Learn to read these sounds:

fl

a-e

-ing

### Phonic words

Practice sounding out and reading these words:

flash flame fly take blaze cave flaming taking blazing

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

fl	a-e	b	k
l	o	ing	m
a	t	s	p

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

different stay house dark like  
sky better could people afraid

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

myth	creature	magic	creation	lesson
rainbow	serpent	harmony	nature	environment
ancient	culture	honour	carve	survive
fresh	shimmering	sandy	wide	leafy



## Decoding Practice

*Use your knowledge of phonics and difficult words to read these texts.*

### A flame for the ancient cave people

Long, long ago things were not the same as they are now. Things were very different. Things were different in lots of ways. One way that things were different is that ancient people did not live in houses like we do now. Ancient people lived in a cave. It was very different to living in a house. A cave is not like a house. A cave is dark. A cave is cold. A cave is very different to your house. A cold and dark cave was not the best.

One day a flash from the sky made a flame. The flash from the sky made a blaze. The flaming blaze was near the cave. It made a blazing log. The people could take this flame back to the cave on the flaming log. The flaming log made the cave different. After taking the flaming log back, the cave was not dark or cold. It was not like your house but it was not dark or cold. The flash from the sky made the cave better for the cave people. Staying in a cave with a flaming log was better. It was not dark or cold.





## The flaming serpent

I was reading a book. The book was about the myth of the flaming serpent. I like reading. I like reading books about myths and magic. The book about the flaming serpent was very different. I like reading different books.

In this book, the flaming serpent could fly. He was a flying serpent. He was not a good serpent. He was a bad serpent. He came in a flash and could take things from people. He could fly in on his flaming wing. He could fling flames on people's houses. His flaming wing could blaze and flash. The people were afraid. They were afraid of the flaming serpent and his blazing wing. The afraid people went to a cave. They went to a cave to save them from the flames of the serpent. They were afraid of the flames.



As I was reading the book about the flaming serpent, I saw a flame. I saw a flash in my book. Could the flaming serpent be making a blaze in my book? This book is magic. It is starting to flash and flame! Now I am afraid of the flaming serpent too. I must stop reading this book!

1. What the book about?

*The book was about a flaming ...*

2. Was the serpent a good or bad serpent?

*He was a ...*

3. Where did the afraid people go?

*The afraid people went ...*





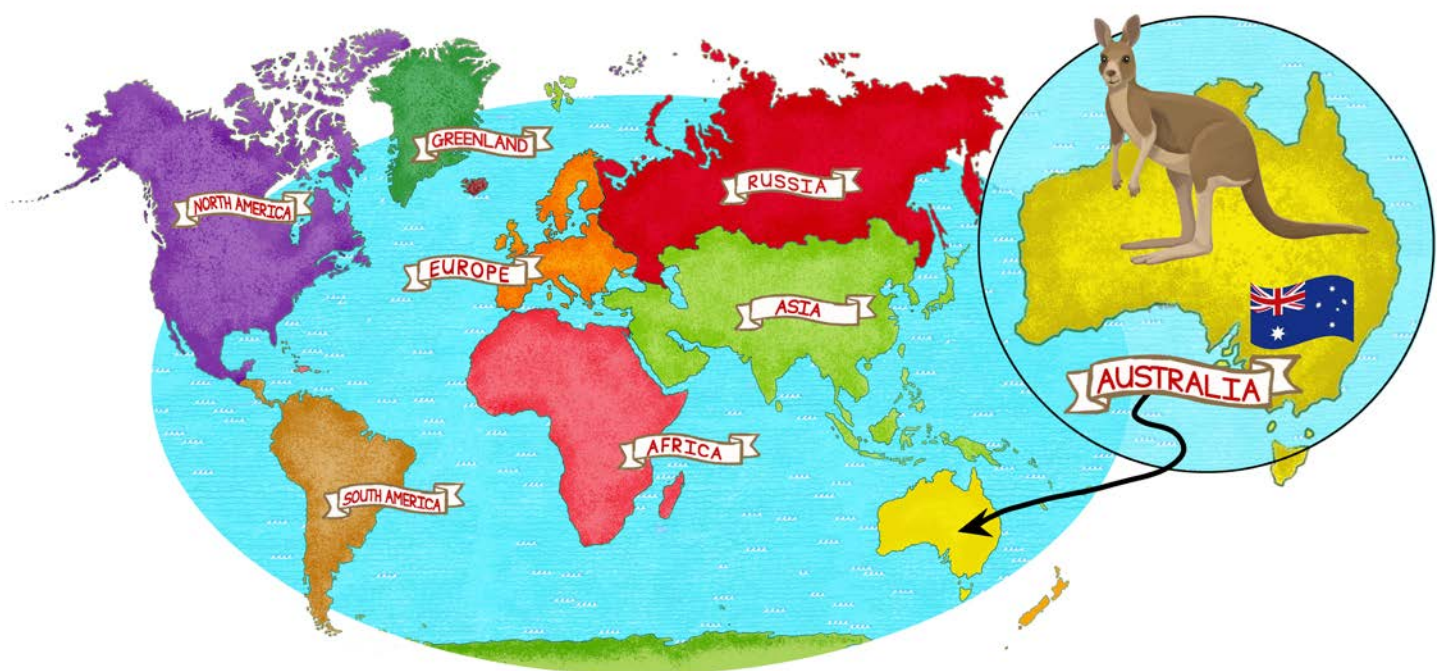
## Shared Reading Text

*Read this text together with your teacher.*

### The Myth of the Rainbow Serpent

*The myth of the Rainbow Serpent is a creation story told by the Aboriginal people of Australia. The Aboriginal people are the indigenous people of the continent of Australia and its nearby islands. They are believed to have lived in Australia for over 60,000 years. Despite being treated very unfairly since the British colonised Australia in 1778, the Aboriginal people still have strong connections to the land, to their cultures, and to their communities.*

*There are many different versions of the Rainbow Serpent myth, told by many different Aboriginal cultures. Overall, the story of the Rainbow Serpent teaches that the world is full of wonder and magic, and that we must care for and protect the land and all living things. The myth also teaches that nature is powerful and should be respected. Additionally, the story is meant to show us that the actions of humans can have a big impact on the environment and disturb the harmony and balance of nature.*





LSC

**Simile** – a simile is a direct comparison between two things using the words ‘like’ or ‘as’. The Rainbow Serpent is compared to the world and the sky.

Long ago, before the world was created, there was only darkness and the sound of the wind. But in the darkness, there lived a powerful creature known as the Rainbow Serpent. The Rainbow Serpent was **as long as the world** and **as wide as the sky**, and its body was covered in shimmering scales of every color.



One day, the Rainbow Serpent woke from its long sleep and decided to create the world. It slithered across the earth, carving out the rivers and mountains with its powerful body. As it moved, it sang a powerful song that echoed through the darkness.

Soon, the world began to take shape. The Rainbow Serpent created the forests and the deserts, the oceans and the sky. It filled the world with all kinds of plants and animals, each one more amazing than the last.

But the Rainbow Serpent was not satisfied. It saw that the spirits and animals of the world were lonely. It wanted to give them companions who could appreciate and care for them.

So, the Rainbow Serpent **took some clay from the ground and shaped it into the first humans**. Then it breathed life into them, and they came alive. The humans were amazed by the world around them and the beauty of the Rainbow Serpent. They protected and cared for the world all around them.

For many, many years, the humans and the Rainbow Serpent lived together in peace and harmony. But one day, the humans became greedy. They began to take more than they needed from the earth. They cut down trees, hunted animals, and polluted the rivers.

The Rainbow Serpent was angry. It saw that the humans had forgotten the beauty and wonder of the world around them. So, it decided to teach them a lesson. It sent **a great flood to wash away the humans** and start again.

But some of the humans survived. Those humans remembered the lesson that the Rainbow Serpent had taught them. They promised to take care of the earth and all its creatures, and to remember the power and beauty of the Rainbow Serpent.

And so, to this day, the Aboriginal people of Australia remember the creation myth of the Rainbow Serpent. They honour the beauty and power of the natural world, and they work hard to live in harmony with it.



CS

**Making connections** - in Grade 4, you read about Norse mythology, and how they believed that the first humans were made from trees. Now we read that in Aboriginal mythology, the first humans were made from clay. Can you make a connection? What do you believe about the first humans?



CS

**Making connections** - do you know of another story where a great flood washes away most humans?





## Independent Reading Texts

Read and discuss this text with your partner during group guided reading.

### The Nyami Nyami

The Nyami Nyami is a myth of the Tonga people of Zimbabwe and Zambia. It is a story that has been passed down from generation to generation, and is important in Tonga culture.

The myth tells the story of a powerful creature, the Nyami Nyami, who is believed to **reside** in the Zambezi River and Lake Kariba. The Nyami Nyami was said to be the **guardian** of the river. The Tonga people believed that he had the power to control the water and protect them from harm. The Nyami Nyami is an important symbol of life for the Tonga people.



#### Vocab

**reside** - to live

**guardian** -  
the guard or  
protector of the  
river







Long ago, the Tonga people who lived near the Zambezi River, believed in a powerful spirit called the Nyami Nyami. The Nyami Nyami was a huge serpent-like creature with the body of a snake and the head of a fish. His body was **as thick as a tree trunk** and covered in shimmering scales.

The Nyami Nyami had a wife, who was also a serpent-like creature. They lived deep in the Kariba Gorge. Sadly, their peaceful life was disrupted when a dam wall was built across the Zambezi River. When the dam wall was built, it separated the Nyami Nyami from his wife. The Nyami Nyami was angered and **unleashed his fury** on the construction workers. Many workers were killed and the dam was badly damaged. The Tonga people believed that the Nyami Nyami was taking revenge for the disruption of its home.

Today, the Tonga people still believe in the power of the Nyami Nyami and its ability to protect them. Some people even say that the Nyami Nyami can bring rain and keep the river full. The myth of the Nyami Nyami teaches the importance of respecting and protecting nature, and reminds us of the deep connection between people and their environment.

- 1 What culture does this myth come from?  
*This myth comes from...*
- 2 Why was the Nyami Nyami angry?  
*Nyami Nyami was angry because...*
- 3 Make one connection between the myth of the Nyami Nyami and the myth of the Rainbow Serpent from Shared Reading.  
*The connection I can make is...*
- 4 How do you infer lots of Tonga people feel about the dam being built, based on this myth?  
*I infer that lots of Tonga people feel...about the dam, because...*



LSC

**simile** - the Nyami Nyami is being compared to a tree trunk



Vocab

**unleashed his fury** - became very angry



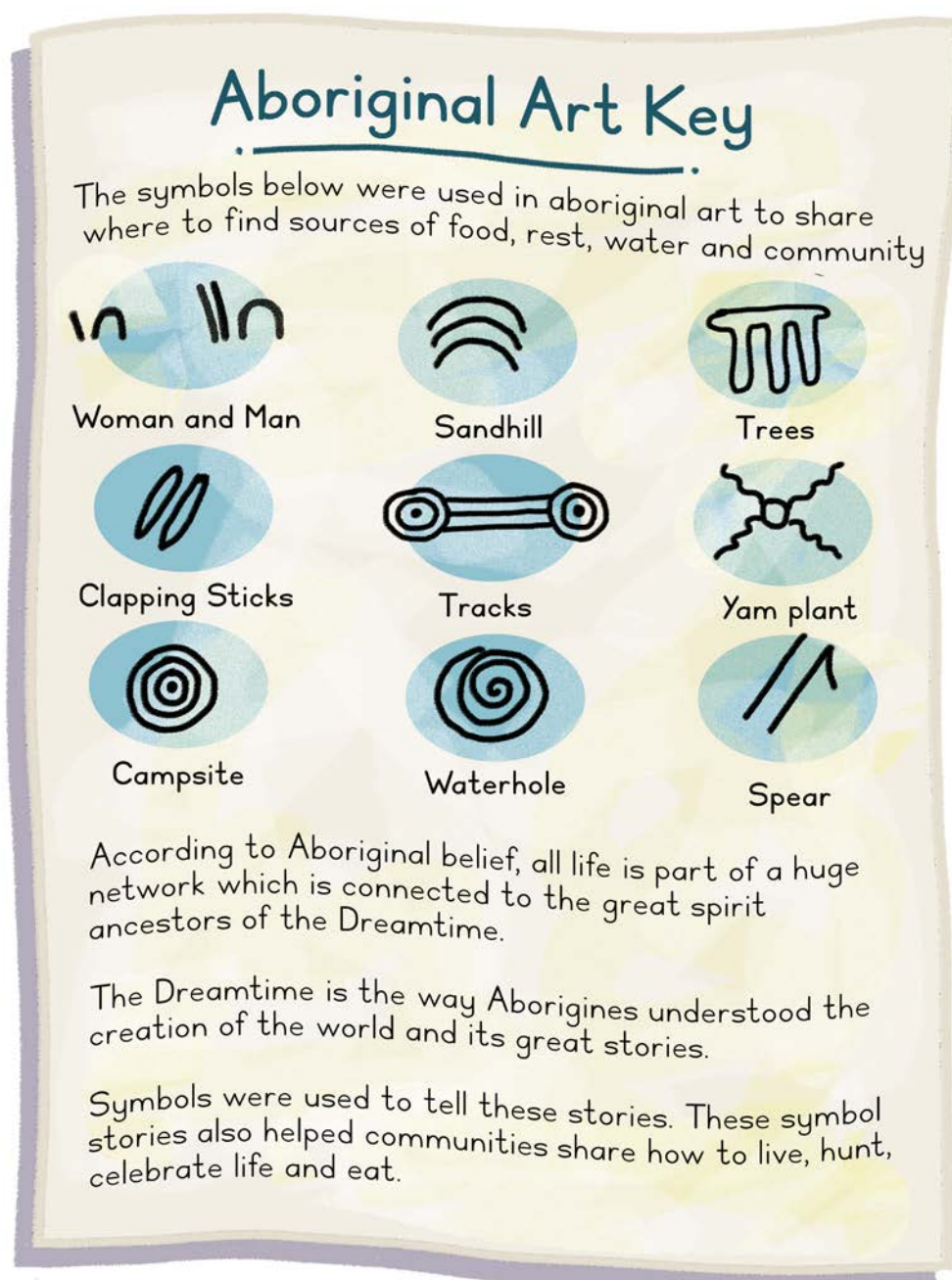
## Visual Text

*Read and discuss this text with your partner during group guided reading.*

### Aboriginal Art Key

For thousands of years, artwork has been used in Aboriginal cultures to pass on important cultural stories, myths, and practical knowledge.

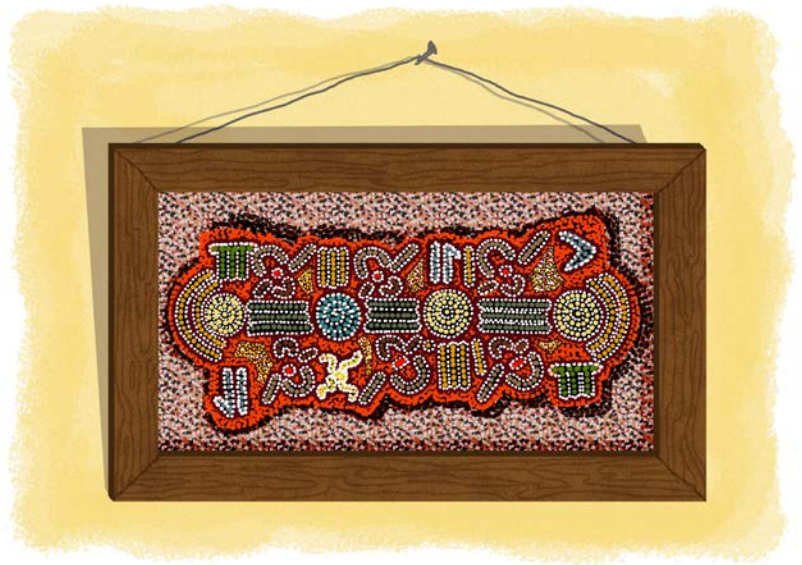
There are many different Aboriginal tribes and cultures. Different tribal groups across Australia can use different symbols to represent different things. Here are some examples:





Many stories in Aboriginal cultures are related to the 'Dreamtime' – the Aboriginal time of creation when the Rainbow Serpent created the world.

There are also many other myths and stories that are important in Aboriginal cultures. In Australia, survival in harsh environments is a big concern. A huge part of Australia is desert, and it can be difficult to find food and water. So, lots of stories exist about finding sacred underground water holes, how and when to hunt or gather food, and where to find trees and forest areas.



- 1 What is the symbol for trees? Draw the symbol.
- 2 What are two symbols that you think look similar to each other? Explain why you think they are similar.  
*I think...are similar because...*
- 3 Which symbols are related to hunting or gathering food?  
*The symbols related to hunting or gathering food are...*
- 4 Based on the text, why do you think there is a symbol for a yam plant?  
*I think there is a symbol for a yam plant because...*
- 5 Clapping sticks are a percussion instrument, used to keep a rhythm during songs and chants. Write a short story about the following symbols:









# THEME

## Learning more about Fables

Weeks 3 & 4 | Cycle 2



Creative Writing  
Project



LSC

Remember: This means the i-e are separated in the word. The e goes at the end, to make the i sound long. For example: hide, ripe

## Decoding Skills

### Phonic sounds

Learn to read these sounds:

**-nk**

**i-e**

### Phonic words

Practice sounding out and reading these words:

**stink skunk prank hide bite slide**

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

<b>nk</b>	<b>a-e</b>	<b>bl</b>	<b>a</b>
<b>b</b>	<b>ck</b>	<b>s</b>	<b>t</b>
<b>i-e</b>	<b>ing</b>	<b>i</b>	<b>w</b>

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

**animal play laugh most jump**  
**also kind makes out too**

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

<b>slave</b>	<b>arrogant</b>	<b>fiction</b>	<b>behaviour</b>	<b>personality</b>
<b>conflict</b>	<b>characteristics</b>	<b>moral</b>	<b>confident</b>	<b>steady</b>
<b>apologise</b>	<b>determination</b>	<b>scoff</b>		



## Decoding Practice

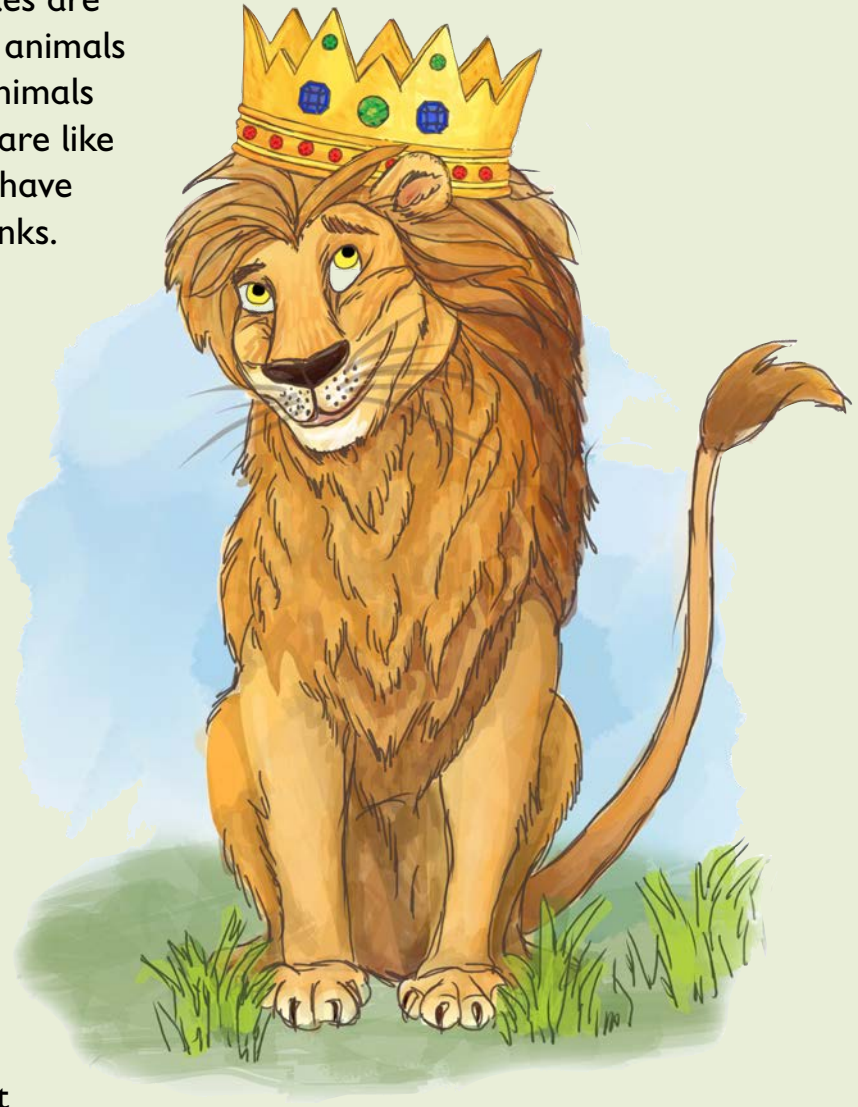
*Use your knowledge of phonics and difficult words to read these texts.*

### Fables are animal stories

A fable is a story. Most fables are about animals. In fables, all animals have a personality. Some animals like to play pranks. Pranks are like funny tricks. Some animals have the personality to play pranks. I like to think about the animals in the story. I like thinking about the moral of the story. But fables make me laugh too.

I like fables about stinky skunks. Skunks are very stinky animals. Skunks stink all the time. It is not funny to be stinky all the time. I also like fables about animals that slide and hide. They make me laugh too. All the sliding about is funny. Sliding out and about. There are also fables about animals that bite, and fables about animals with trunks.

There are also fables about pink animals and jumping animals and animals with trunks who wink. I like fables. I like animal fables. I like the moral of the fable. I like playing pranks too. I like playing pranks the most. I like hiding and jumping out. I like hiding and jumping out and laughing. I like to hide like a slinky, sliding animal. I like to play pranks but I do not bite and I do not stink like a skunk. I like hiding and playing pranks and laughing. Playing pranks is funny.







## The stinky skunk and the dog

I like the fable about the stinky skunk and the dog. This fable has a good moral. The fable about the stinky skunk and the dog is funny. The fable about the stinky skunk and the dog makes me laugh. I like to laugh at the stinky skunk the most.

The stinky skunk likes to play pranks on the dog. Pranks are like tricks. Pranks are like funny tricks. The stinky skunk likes playing pranks on the dog. The dog is not kind. The dog is arrogant. He is an arrogant dog. He does not think kindly about the stinky skunk. He likes to bite. He likes to hide and jump out and bite. He likes to hide and jump out and bite the stinky skunk. He will bite the stinky skunk five times. The stinky skunk does not like five bites. The stinky skunk is kind. He does not like the dog's bite at all. He thinks the dog is not kind. So he hides and plays pranks on the arrogant dog. His pranks make me laugh. I like the moral of the fable. I like the stinky skunk the most.



1. What is this fable about?

*This fable is about...*

2. Who do I like to laugh at the most?

*I like to laugh at ... the most.*

3. How many times does the dog bite the stinky skunk?

*The dog bit the stinky skunk ... times.*





## Research Tasks

### TASK 1: FABULOUS FABLES

- Read the text: *Finding out more about Fables*.
- Present your answers in a Mind Map.

1. How long have people been telling fables?
2. Who is the most famous person who told fables?
3. Who are the characters in fables?
4. What kinds of personalities do these characters have?
5. What comes at the end of a fable?
6. Why do you think fables are still popular today?
7. Do you think reading a fable is a good way to learn a lesson? Why or why not?

### TASK 2: LOOKING CLOSELY AT EXAMPLES OF FABLES

- Read the texts: *'The hare and the tortoise'* and *'The ant and the grasshopper'*
- Present your answers in Mind Maps and Venn Diagram.

### The hare and the tortoise

1. What did the hare and the tortoise decide to do?
2. How did the hare feel about the race?
3. How did the tortoise feel about the race?
4. What did the hare do in the middle of the race?
5. Who won the race?
6. How did the hare feel after the race?
7. What is the lesson or moral of the fable?



## The ant and the grasshopper

1. In what season (what time of the year) does this fable start?
2. What was the grasshopper doing?
3. What was the ant doing?
4. What did the ant tell the grasshopper to do?
5. What happened when winter came?
6. What did the grasshopper learn from this?
7. What is something you can do today that will help you in your future?

## Same or different? (Venn diagram)

1. What **similarities** do you see between the 2 fables?
2. What **differences** do you see between the 2 fables?

### TASK 3: INTERVIEW

#### Interview to find out how people of different ages feel about fables

- Ask a peer (someone in Grade 5) the following questions.
- Ask and an older person (a family member or neighbour) the following questions.
- Present your answers in Mind Maps and a Venn Diagram.

1. Do you like fables?
  - If you answered no, please explain why.
  - If you answered yes, please explain why, and say which fables you enjoy.
2. Have you ever written your own fable?
  - If yes, what was that experience like? What did you write about? What was the lesson of your fable?
  - If no, would you like to write your own fable? What would the lesson at the end of your fable be?



## Same or different?

1. What **similarities** do you see between your peer and the older person's answers?
2. What **differences** do you see between your peer and the older person's answers?

### TASK 4: OWN RESEARCH

- Design your own driving question.
- You may use the texts listed as 'Task 4 Texts' to help you.
- Or you may use your own resources to complete this task.

## Note Making Activity

### Aesop's fables

People say Aesop was the writer of many fables we know and still tell today. Aesop lived in **ancient** Greece. He lived more than 2,500 years ago. We don't know a lot about Aesop's life. We know he was a **slave**. However, he was allowed to go free because he always told stories and he told them very well. He travelled all around Greece, sharing his fables.



#### Vocab

**ancient** - very old, from a long time ago

**slave** - someone who belongs to someone else and works for no pay

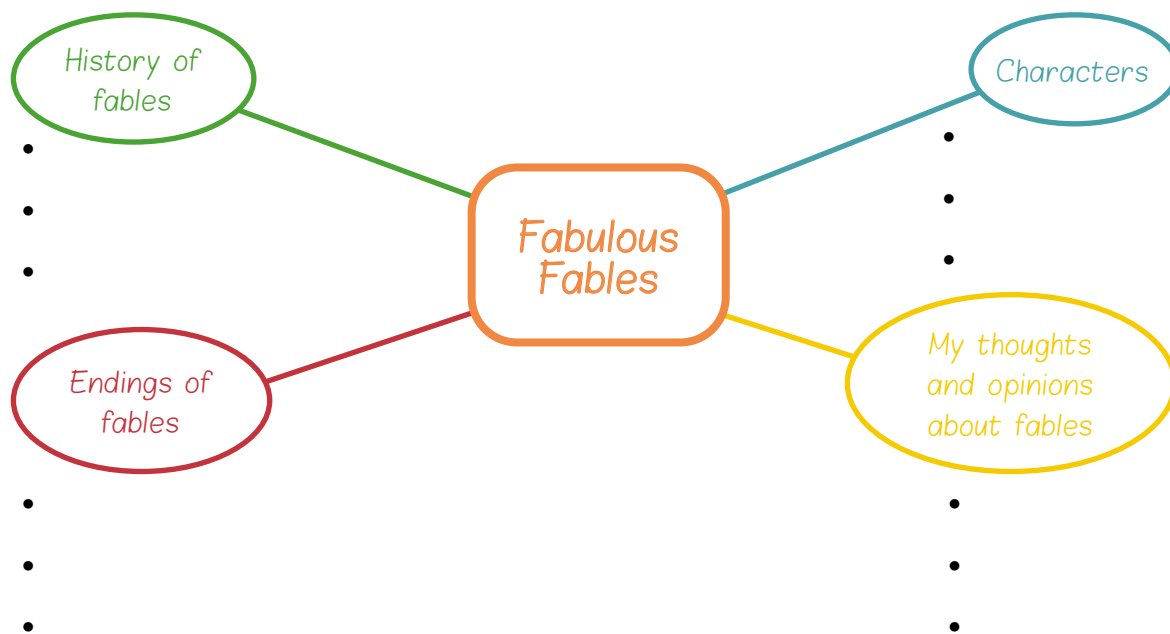
Aesop told fables where the characters were animals. The stories are fun to read and also teach important lessons. For example, there are fables about how we should behave kindly and honestly with other people. There are also fables about how we should not be too proud or arrogant. The lessons in his stories are important and we can still learn from these lessons today. Aesop's fables are still popular today with old and young people.



## Using Graphic Organisers

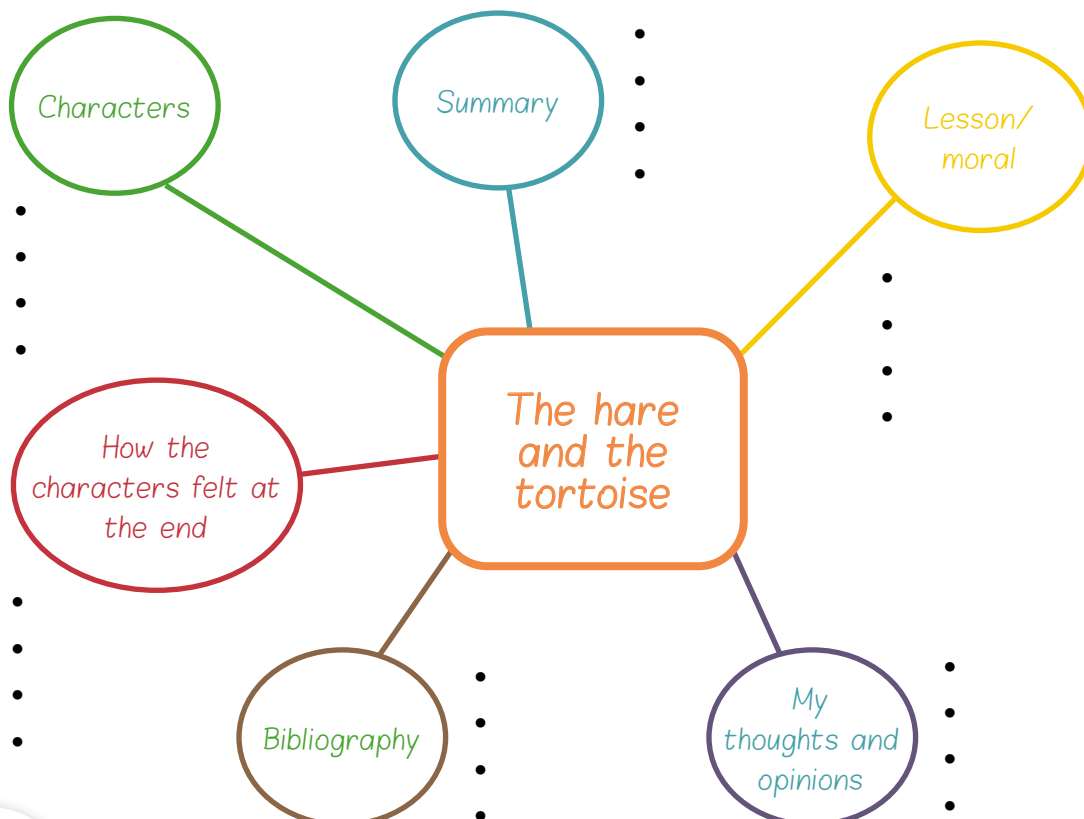
### Task 1

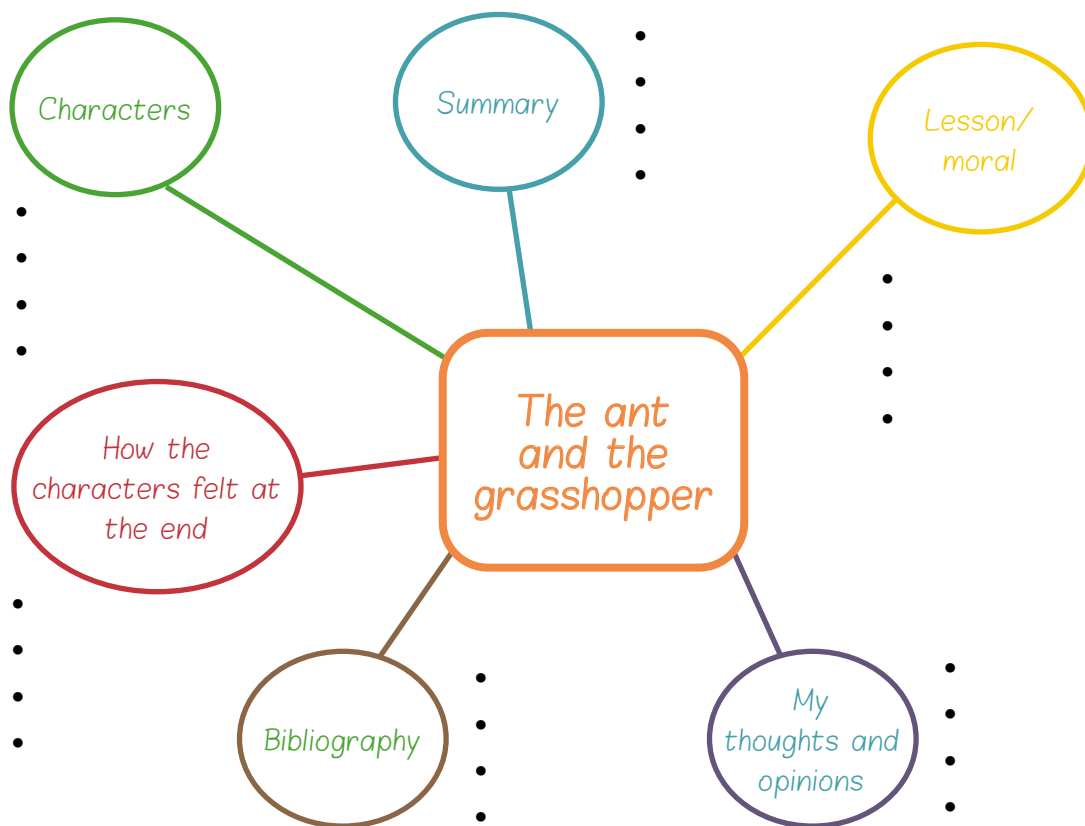
You may want to set out your Mind Map like this:



### Task 2

You may want to set out your Mind Maps like this:

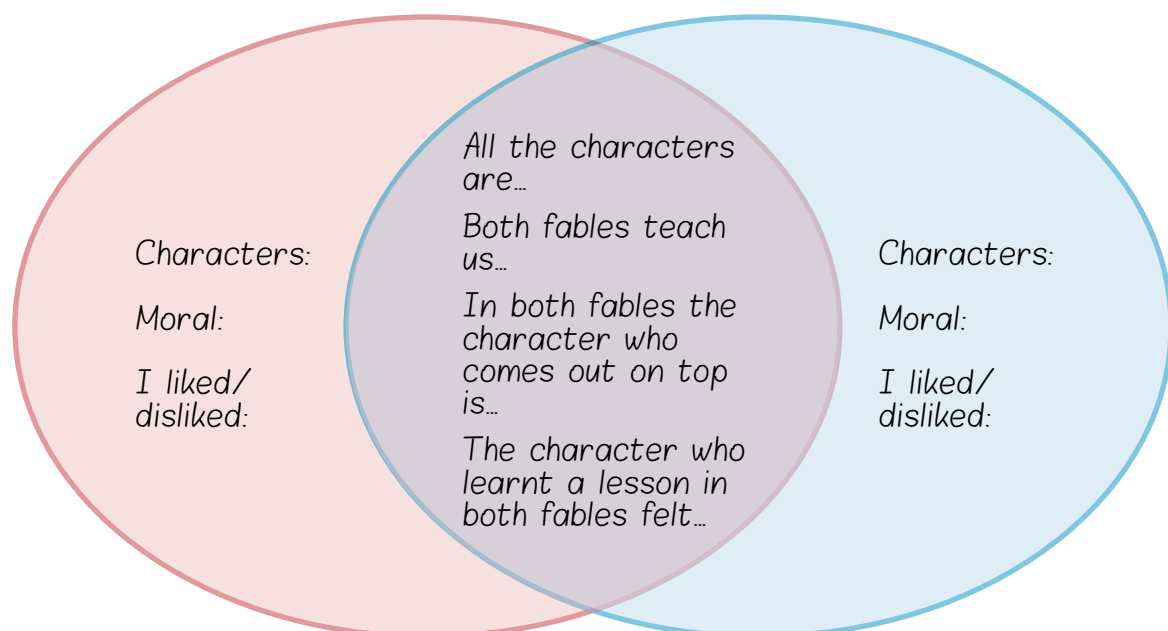




You may want to set out your Venn Diagram like this:

*The Hare and the tortoise*

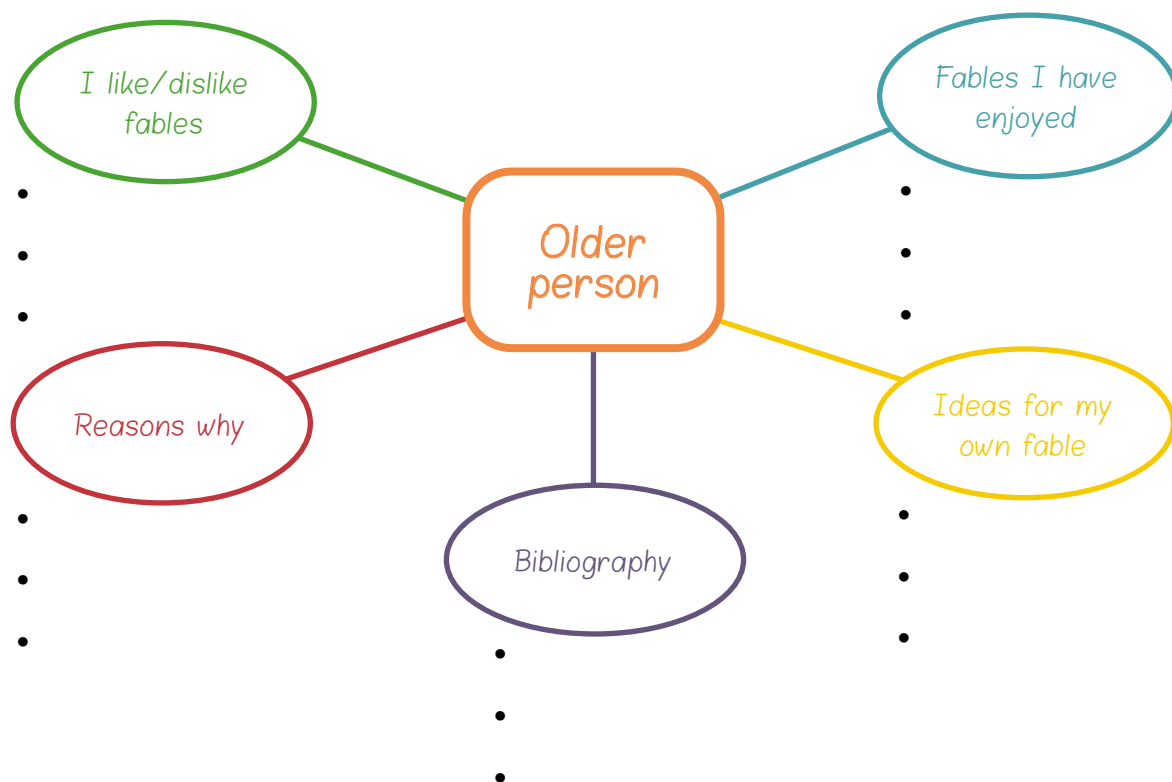
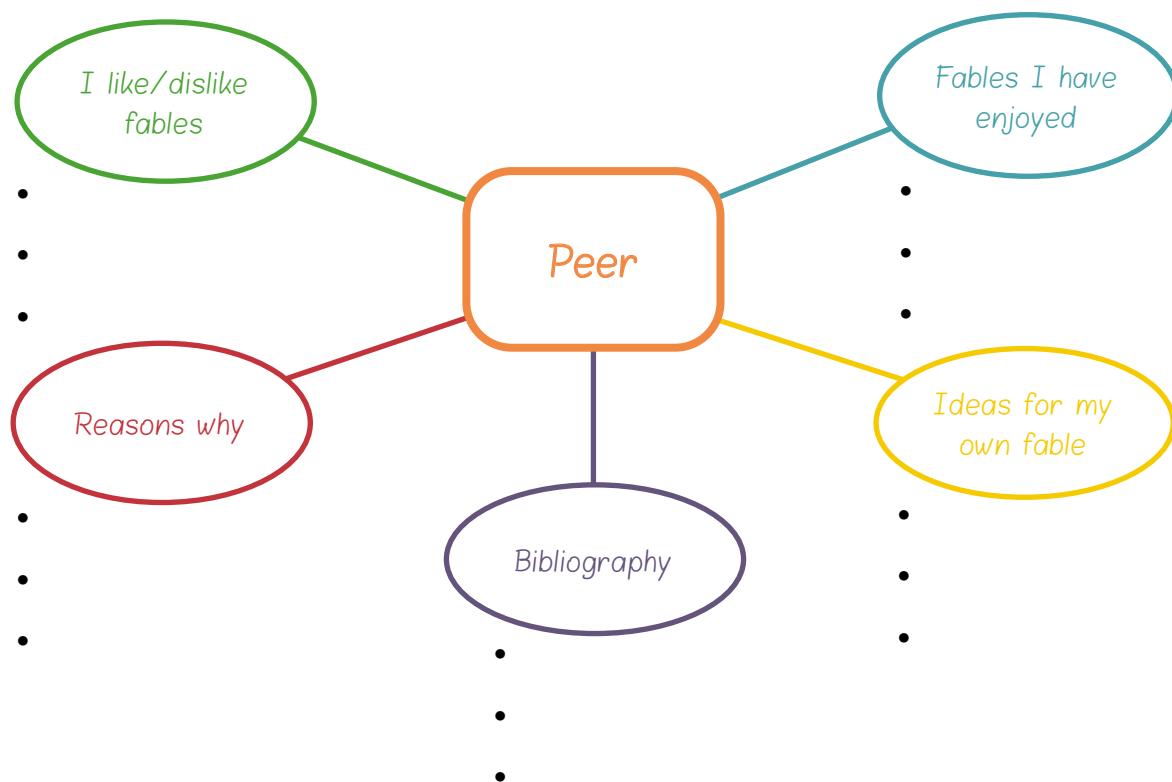
*The ant and the grasshopper*





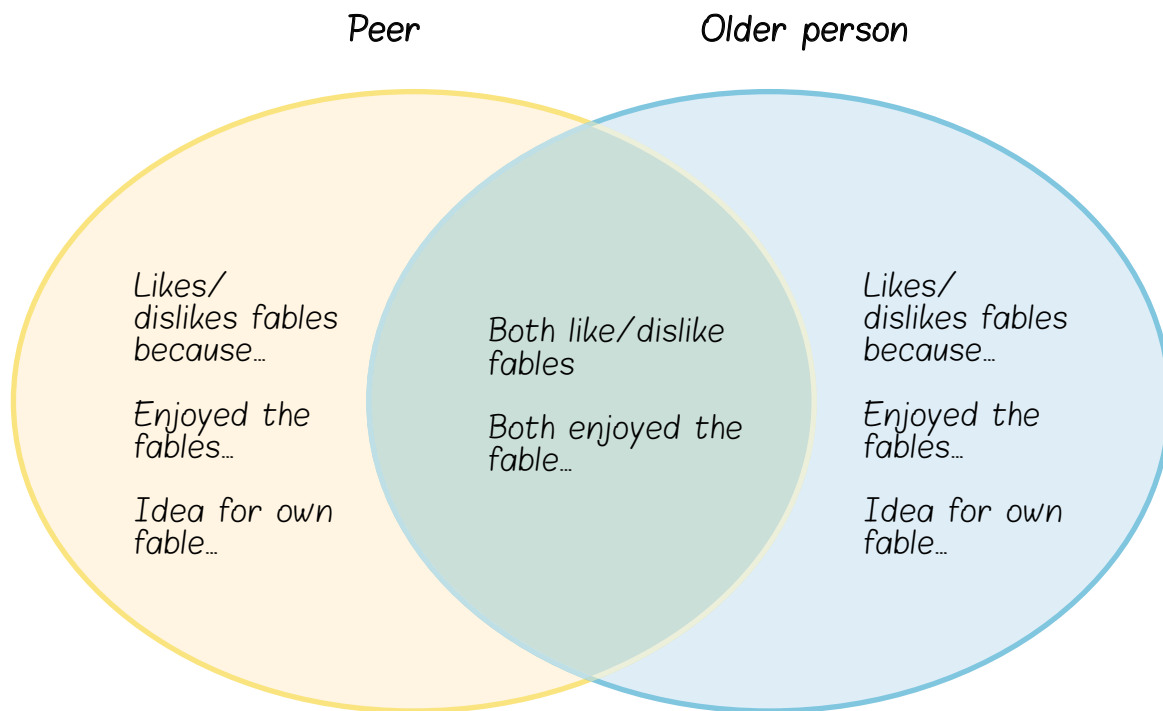
### Task 3

You may want to set out your Mind Maps like this:





You may want to set out your Venn Diagram like this:





## Using a Bibliography

It is important to properly document the sources of information that you use in your research.

When using **a book** as a source, you must document the following:

- **Author/s** (Surname then first name - the bibliography must be in **alphabetical order from the surnames**)
- **Title** of the book or article - this must be underlined
- **Year** it was published
- **Publisher**
- **Place of Publication**
- We use commas in between all these pieces of information

For example:

- Ross, Nadia, *Inspiring Stories for Amazing Kids*, 2022, Special Art, Cape Town

When using **an online source**, you must document the following:

- **Name of website**
- **URL link:** [http/...](http://...)
- **Date** accessed/viewed

For example:

**South African History Online**, <https://www.sahistory.org.za/people/gladys-thomas>, Accessed on the 06/08/2023

When using **an interview** as a source, you must document the following:

- The **titles, names and surnames** of the person or people you interviewed
- The **date** of the interview
- The **name of the place** where the interview took place

For example:

Interview with **Dr Cebisa Ngubane** on the **10 August 2023**, **Butterworth Eastern Cape**





Edwards, William, *Our oldest stories*, 2007, Publishers World, Zimbabwe

### TASK 1 TEXT

#### Fabulous Fables

People have been telling fables for thousands of years. Fables are short, fiction (not real) stories that teach us important lessons about life. The characters are usually animals or other non-human characters, like the wind or the sun. Aesop is one of the most famous people for writing and telling fables.

The characters in fables are often used to show human **behaviours** and emotions. In fables, animals or other characters often talk, wear clothes or act like humans. This lets the reader understand the characters and learn from them. In fables, the characters can be all different kinds of **personalities**, good and bad. For example, a sly fox or a wise owl might represent a clever person. A slow-moving tortoise shows a patient person, and a proud peacock might show a person who thinks they are



#### Vocab

**behaviour** - the way we act and behave

**personality** - the kind of person we are





### Vocab

**conflict** - a problem or a disagreement

**characteristic** - something that we always find in...

**moral** - a lesson or a message where we learn how to be better people

very beautiful or important. The characters usually have some kind of problem or **conflict** in the story.

One of the key **characteristics** of a fable is that it has a lesson or **moral** at the end. This is usually a simple message that teaches us something about the world or how we should behave. The lesson might be about being honest, kind, brave or another important quality.

Fables have been popular for thousands of years, and they continue to be enjoyed by people of all ages today. Some famous examples include 'The Tortoise and the Hare,' and 'The Ant and the Grasshopper.'

So next time you read a fable, remember to look for the deeper meaning behind the story. What lesson is the fable trying to teach us? How can we use that lesson in our own lives? By thinking about these questions, we can learn important lessons and become better people.

**Website: Fabulous Fables, <https://creativeeducator.tech4learning.com/2015/lessons/fabulous-fables>, Accessed 28 April 2023**



### Vocab

**confident** - sure of yourself

**steady** - regular or constant

## TASK 2 TEXTS



### LSC

**Direct Speech** - all spoken words in quotation marks.

**Direct Speech** - comma before the spoken words and more than one sentence of spoken words.

**Direct Speech** - exclamation mark is in the quotation marks and full stop right at the end of the whole sentence.

### The hare and the tortoise

Once upon a time, a tortoise and a hare decided to have a race. The hare was very fast and **confident** in his speed. **He boasted, 'I'll finish the race before you even start, Tortoise.'**

The tortoise was very slow. **He was a bit afraid, but he replied, 'We'll see about that, Hare. Slow and steady wins the race.'**

The race began, and the hare quickly zoomed off ahead of the tortoise. The hare knew the tortoise was far behind, so he decided to have a rest in the middle of the race. Meanwhile, the tortoise kept going slowly.



Suddenly the hare woke up! He saw the tortoise ahead of him.  
**'I'll catch up quickly!' he said, speeding off.**

But the tortoise had reached the finish line, and he won the race.  
The hare was shocked!

**'I can't believe you beat me, Tortoise! You're so slow. How did this happen?' said the hare shaking his head.**

The tortoise replied, 'Slow and steady wins the race, Hare.  
Remember that.'

The hare realized that he had been too proud and overconfident.

**He apologised to Tortoise, 'I'm so sorry.'** From then on, he respected the tortoise's **determination** and never **underestimated** him again.

The moral of the story is you can be more successful by doing things slowly and steadily than by acting quickly and arrogantly.  
Never give up!



LSC

**Direct Speech**  
- three sentences all in quotation marks. Question mark is in the quotation marks and full stop right at the end of the whole sentence.

**Direct Speech**  
- spoken verb first, followed by a comma. The full stop is in the final quotation mark.



Vocab

**determination** - to be very focused to do something or to finish something

**underestimate** - think someone is not so good at something







### Vocab

**chirping** - to make very high sounds, like a bird



### LSC

**Direct Speech** - all spoken words in quotation marks. Question mark and exclamation mark are in the quotation mark.

**Direct Speech** - the speaking verb, scoffed comes after the actual words spoken. The question mark is in the quotation marks.



### Vocab

**scoffed** - to say something to someone in a way that lets them know that you think they are wrong, or stupid

**prepare** - to be ready and organised, to make plans for the future

## The ant and the grasshopper

In a field one summer's day Grasshopper was hopping about, **chirping** and singing happily. Ant passed by, carrying pieces of corn he was taking to his nest. This was hard work for the little ant. He looked like he was tired and wanted to stop working.

**'Why not come and play with me?' said Grasshopper. 'You're working too hard. The sun is shining. It's a beautiful day!'**

Ant stopped and looked at Grasshopper. 'I am helping to collect food for the winter when there won't be any food,' said Ant. 'And you should do the same.'

**'Why worry about winter?' scoffed Grasshopper.** He lay down on the warm grass and laughed. 'We have got plenty of food for today.' But Ant shook his head and continued with his work.

Soon winter came and the land froze over. There were no plants or seeds. Grasshopper had no food and felt himself dying of hunger. While in the distance he saw the ants taking and sharing the corn and grain from the stores they had collected in the summer.

'I should have listened to Ant,' he thought. 'I wonder if he will help me now?'

Then the Grasshopper knew: It is best to be **prepared**. If we work hard and plan today, we will be ready for tomorrow and the future.

**Lester, Joy, *Fables for childhood*, 1997, Wonderbooks, Johannesburg**





## TASK 4 TEXTS

### The misunderstanding

Long ago, in the heart of Africa, there was a lion and a hyena who were very good friends. One day, Lion caught a big kudu and decided to share it with his friend, Hyena. **'I wonder where Hyena is,' thought Lion.** Lion couldn't find Hyena anywhere, so he started to eat the kudu by himself.

When Hyena arrived, he saw Lion eating the whole kudu without sharing it with him. **'I can't believe he's not sharing that with me! I thought we were friends,' Hyena said.** Hyena was angry and felt hurt. He thought that Lion had forgotten about him and their friendship. 'I'm no longer his friend! I'll find other friends,' Hyena said.

Lion was confused. 'I don't know why Hyena isn't talking to me,' he wondered. 'Maybe he is feeling sick or maybe he is cross with me. But I don't know why.'


**LSC**

**Direct Speech** - we use quotation marks when characters are thinking, not only talking.

**Direct Speech** - all thoughts are in the quotation marks, like spoken words.

The comma is in the quotation mark and the full stop comes right at the end of the whole sentence.


**CS**

**Making connections** - in Term 1, we did a theme about misunderstandings, where the animals thought they had read a secret spy note, but it was actually a shopping list!

Can you make a connection to a misunderstanding in your own life?

**LSC**

**Direct Speech** - question mark is in the quotation mark and the full stop is at the end of the whole sentence.

**Vocab**

**fierce** - violent and wild, can hurt you badly

**Vocab**

**work through** - talk about, take care of, sort out something

**Vocab**

**blast** - strong blow of wind

**ray** - the light and heat from the sun

**contest** - competition

Days went by, and Lion missed his friend. He went to Hyena's den to apologize. **'Hi friend, do you want to go for a walk in the bush with me?' he asked.** But Hyena was still angry with Lion and refused to talk to him.

A few days later, Lion saw Hyena in danger. A pack of wild dogs was attacking him, and he couldn't fight them. The wild dogs were **fierce** and dangerous, but Lion didn't stop. He rushed to help his friend. Lion fought off the wild dogs and Hyena was saved. Lion was hurt, but happy. He had helped his friend.

'Oh Lion, thank you, thank you!' exclaimed Hyena. Hyena saw that Lion still cared for him. 'You saved my life!' They talked about what had happened and they both realised that you need to talk to your friend if you're having problems or if you're upset.

The moral of the story is that true friendship is worth fighting for. Misunderstandings and disagreements can happen, but it's important to **work through** them and not let them destroy a good friendship.

**Nguni, Nick, *The best of Aesop's fables*, 2010, Classic Penguin Publishers, South Africa**

## The Wind and the Sun

Once upon a time, the Wind and the Sun had a disagreement over who was stronger. The Wind said, 'My powerful **blasts** can blow over trees and make high waves in the ocean.' The Sun, said, 'I can warm the earth and make flowers open with my gentle **rays**.'

To decide who was stronger, they decided to have a **contest**. 'The first one to remove a coat from a person on the ground must be the strongest,' said the Wind. The Wind went first and blew and blew as hard as he could. But the harder he blew, the tighter the coat stayed on the person's body. 'I can't blow anymore!' said the tired Wind and he gave up.

'Now it's my turn,' said the Sun. He smiled warmly and shone his bright rays onto the person. The person felt the warmth and





happily took off the coat, enjoying the pleasant heat. The Sun had won the contest and proved that he was the stronger one.

The moral of the story is that kindness and warmth are better than force and aggression. It's always better to be kind and gentle to others, rather than to try and force them to do something.



**Njoku, Chiamaka, *The Best Nigerian Fables and Stories*, 2021, Little Red House Publishing, Abuja**

### Learning lessons from stories

Have you ever read a story that made you think about how to be a better person? Well, that's because stories and characters can teach us valuable lessons.

One type of story that's great for teaching us important lessons are fables. Fables are short stories that often feature animals as characters, and they usually have a moral lesson at the end. For example, you might read a fable about a tiny mouse that saves a powerful lion. The moral



of the story is that you should never underestimate anyone – even someone small!

But it's not just fables that can teach us lessons. Any story can have a moral lesson, whether it's a fairy tale, a TV show, a movie or a comic book. When we read about or watch characters we can learn from their experiences too. For example, if we read about a character who learns to be kinder to others, we might be inspired to be kinder ourselves. We might watch a character in a difficult situation who doesn't give up. There could be a powerful character who learns to use her powers to help others. Or a character who shows us the importance of family.

The power of a story is that it can take us to different worlds and introduce us to different people, but it can also teach us about ourselves and how to be better people. So next time you read a story, think about what lessons you can learn from it.

**The Importance of Storytelling, <https://www.pathstoliteracy.org/playing-words-why-it-important-importance-storytelling-and-story-creation/>, Accessed on the 1 May 2023**







# THEME

## Writing about Fables

Weeks 5 & 6 | Cycle 3



Creative Writing  
Project



LSC

Remember: This means the o and e are separated in the word. The e goes at the end, to make the o sound long. For example: rope, tone

if a word ends in a short vowel and a consonant, like 'spin' (-in'), you double the consonant before adding an '-ed'. For example: spin – spinned.

## Decoding Skills

### Phonic sounds

Learn to read these sounds:

sp

o-e

-ed

### Phonic words

Practice sounding out and reading these words:

**spill spilled spend hope rode poke helped hoped**

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

sp	<b>o-e</b>	p
k	i	t
n	-ed	br
a	c	e

### Sight or high frequency words

Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

**our special magic earth care**  
**only green leaves harm us**

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

<b>next</b>	<b>then</b>	<b>suddenly</b>	<b>however</b>	<b>after</b>
<b>afterward</b>	<b>meanwhile</b>	<b>at the same time</b>	<b>therefore</b>	<b>in the distance</b>
<b>finally</b>	<b>during</b>	<b>of course</b>	<b>nevertheless</b>	<b>while</b>
<b>morning</b>	<b>afternoon</b>	<b>night</b>	<b>week</b>	



## Decoding Practice

### Frozen Rose

Suddenly Rose spoke up from the back of the class. She spoke up and asked, “What is a fable?”

Her teacher said, “Rose, a fable is a kind of story. It is a special kind of story. A fable is a special kind of story that is often about animals.”

Rose did not speak often. Rose did not speak in class very often. Rose was shy. She froze when she had to speak. She was shy and froze when she had to speak. She wanted to hide. The class would joke. They called her ‘Frozen Rose’. It made Rose feel very alone. She did not like the name ‘Frozen Rose’.

But Rose wanted to know more about fables, so she asked again, “What makes the animals in fables special?”

Her teacher said, “Rose you ask good questions. The animals in fables can speak. They have the gift of speech.”

Rose smiled. She smiled at her teacher and then she spoke, “I know what fables are now. We read the story about the stinky skunk. That was a fable!”

“Yes, Rose,” said her teacher. “The story about the stinky skunk was a fable.”

Frozen Rose smiled. She was glad she had asked her teacher about fables.







## Where does the sun go?

Every morning as he awoke, Spider would think of the same thing. Spider wanted to know where the sun went at night. It was a question that he awoke with every morning. He wanted to know if the sun went home. He wanted to know where it had been.

He spoke to the skunk. He asked, "Skunk, where does the sun go at night? Does the sun go home?"

The skunk answered, "I do not know. I just know that it rose this morning."

The spider still had no answer.

Then he spoke to the sparrow. He asked, "Sparrow, where does the sun go at night? Does the sun go home?"

The sparrow answered, "I do not know. I just know that it rose this morning."

Still the spider had no answer.

Then he spoke to the spotted dog. He asked, "Spotted dog, where does the sun go at night? Does the sun go home?"

The spotted dog answered, "I do not know. I just know that it rose this morning."

"That answer stinks," joked the spider. "I will have to ask the sun. She knows where she goes."

So the spider closed his eyes and went to sleep. He would speak to the sun in the morning.

1. What did the spider want to know?  
*Spider wanted to know where the sun went...*
2. Who did the spider ask first?  
*First, the spider asked...*
3. Who did the spider ask next?  
*Next, the spider asked...*





## TASK 5: CREATE A COMIC OF A FABLE

- Write and draw a comic strip of a fable.
- Choose a fable from the Learner Book, choose another fable, or make up your own fable.
  - a. *Plan out your fable over 7 frames on 2 pages as follows:*

### Page 1

frame 1	frame 2
frame 3	frame 4

### Page 2

frame 5	frame 6
lesson / moral of the story	

- b. *Think carefully about the characters in your fable and how you will draw them.*
- c. *Identify the important parts of the fable to include in your comic. You cannot include everything, remember – you must tell the story in 6 frames.*
- d. *Write every character's direct speech in a speech bubble.*
- e. *Write every character's thoughts in a thought bubble.*
- f. *Any other information or linking words must be written at the top of the frame.*
- g. *The moral of the story must be written in the last frame of the comic strip.*
- h. *Your comic strip must be visually appealing, easy to read and creative.*



## The Boy who Cried Wolf

One day in the field...



Then...



After the villagers left...



And again...





No one believes  
a liar... even  
when they tell  
the truth!



## TASK 6: THE MORAL OF THE FABLE

- Write a short paragraph about the moral of your fable.
  - a. First, say what the moral of your fable is.
  - b. Next, say why you chose that moral – why do you think this is an important lesson?
  - c. Finally, why do you think this lesson is important for other people? What behaviour or action do you want people to change?

### Example of a Grade 5 learner's completed project







After a while...



After the race...



The moral of the story is  
to NEVER UNDERESTIMATE  
OTHERS. And DON'T BE  
ARROGANT.

### The tortoise and the hare.

I chose this fable because it has a good message that I think is important. The moral of my fable is to never underestimate others and to never be arrogant. In the world we live in, some people think they are better than others and this moral and message tries to change that.



# THEME

## Greed

Term 3

Weeks 7 & 8 | Cycle 4



Food Forward SA:  
<https://foodforwardsa.org/>

- Greed is an excessive love or desire for money or any possession.
- Greed is not just caring about money and possessions, but caring too much about them.
- The greedy person is too attached to things and money.
- Greedy people are never satisfied with what they have.

Interesting  
Facts



LSC

Remember: This means the u-e are separated in the word. The e goes at the end.. For example: rude, rule, cute

Note: u-e makes two different sounds! The u-e sound in cube is different from the u-e sound in flute.

Note: oo makes two different sounds! The oo sound in pool is different from the oo sound in book.

## Decoding Skills

### Phonic sounds

Learn to read these sounds:

wh

u-e

oo

### Phonic words

Practice sounding out and reading these words:

**when white why use huge dune baboon moon choose**

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

wh	u-e	p	l
i	t	n	oo
br	a	c	e

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

want  
other

around  
don't

enough  
more

buy  
could

number  
who

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

greed	greedy	wealth	wealthy	poverty
rich	poor	inequality	billionaire	millionaire
beg	stingy	generous	tip	enough
divorce	fancy	grateful	appreciate	share





## Decoding Practice

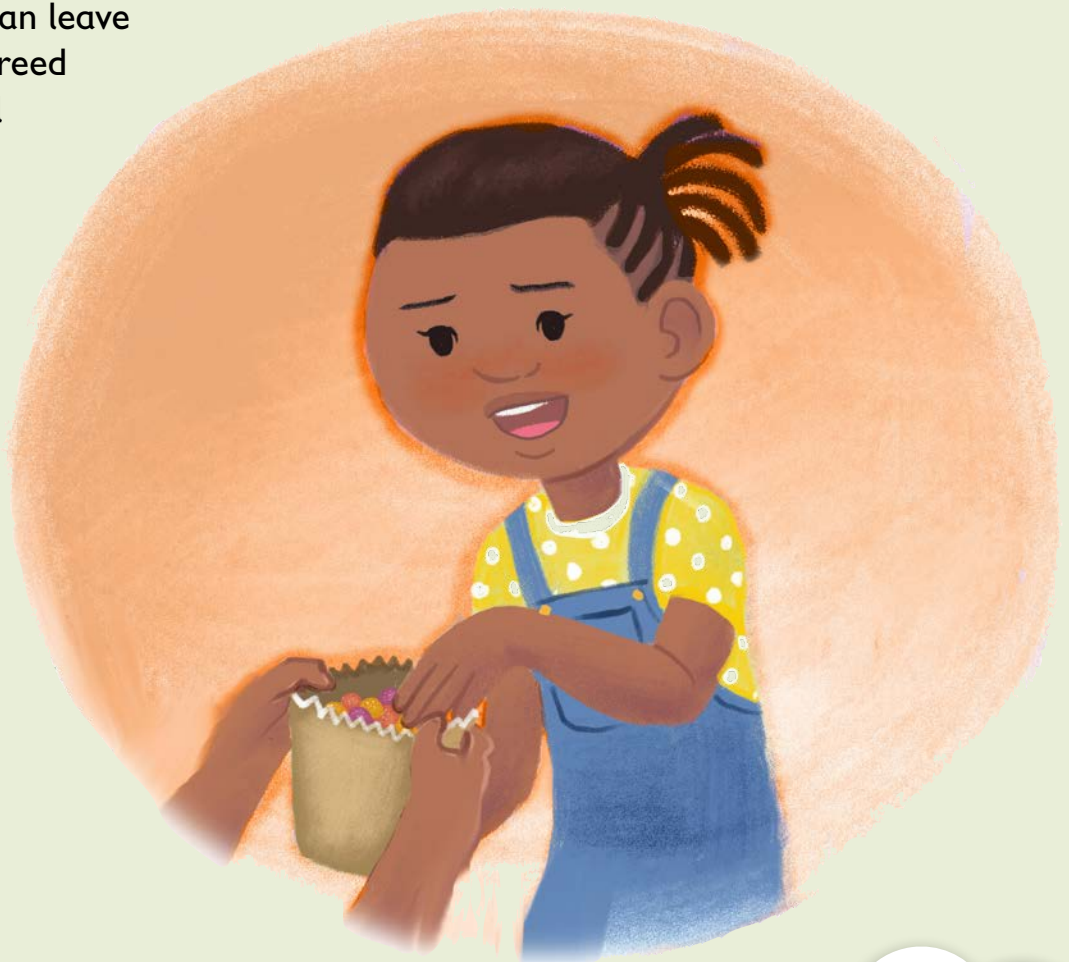
*Use your knowledge of phonics and difficult words to read these texts.*

### Enough is enough

When we look around us there is so much to choose from. When we look around us there are things that we want. When we want all these things we can become greedy. There is so much to buy. There is so much to want. There is so much to buy for our homes. There are things we can use. There are cool things to want. There are cool things to buy.

All the things to choose from. When we can choose from so much it can confuse us. We can choose from good food, cool tunes and cooking books. There are huge number of things to choose from. There are a huge number of things to want. But when is enough, enough? When does it make us greedy? When does all this wanting start making us greedy for more and more?

Greed is not a good thing. If we are greedy we are not grateful for what we have. It means we want more and more. This can leave us feeling sad. Greed can make us feel ungrateful. This does not feel good. We must not become greedy. We must try and be grateful for what we have.





## The greedy baboon

The greedy baboon sat on a huge dune under the shining moon. He sat under the shining, white moon alone on a dune. He was huge. He was a huge, fat baboon. His greed had made him fat. His greed for more and more food had made him fat. It had made him a joke with the other baboons. They joked about his greedy ways. They joked and spoke about his greedy ways. The baboon would beg for food. But then he would not share food. He would beg for food but he was stingy with food.

“Why are you so greedy?” the white moon asked the baboon.

The baboon sat on the huge dune and said nothing.

“Why do you not share food?” asked the shining, white moon.

The baboon just looked at the moon.

“Why are you stingy?” asked the moon.

“I did not choose to use and abuse food,” said the baboon.

The baboon went on. “I do not know why or when I started to use and abuse food. I do not want to be greedy and stingy. I want to share my food. I want friends. I choose to have friends. I will choose to eat enough food. I will share and be grateful.”

1. Who sat on the huge dune?

*The... sat on the huge dune.*

2. What did the other baboons joke about?

*They joked about his...*

3. Who spoke to the greedy baboon?

*The... spoke to the greedy baboon.*



## Independent Reading Texts

Read and discuss these texts with your partner during group guided reading.

### Marrying for money

**Tshifhiwa** was a happy 10-year-old girl. She lived with her mother and father. Tshifhiwa had an older brother, Dali, who was 28-years-old.

One day, Tshifi came home from school to find that something was wrong. Her older brother, Dali, was sitting with his parents, and he was crying. Dali had a good job and was married to Shoni. Why was he crying?

‘What’s wrong, Dali?’ asked Tshifhiwa as she ran towards her family.

‘I’ve been such a fool, Tshifi,’ said Dali, ‘and now I am getting a **divorce**.’

Tshifhiwa was very sad to hear this news. She thought that Dali and his wife were very happy together.

‘Why are you getting a divorce?’ asked Tshifi.



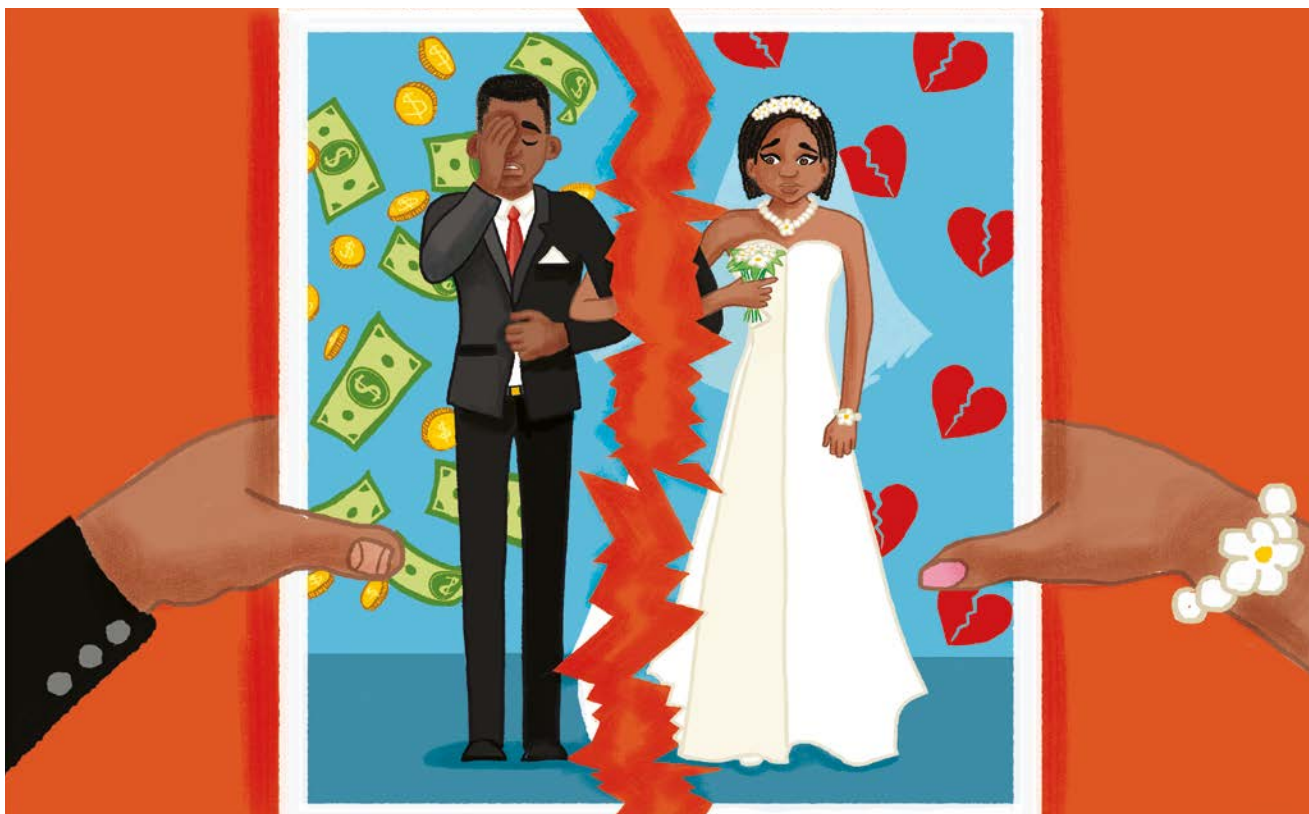
#### Reading

**Remember:**  
Break up a long or difficult name into syllables, and read it bit by bit first. Tshi / fhi / wa



#### Vocab

**divorce** – when two people who have been legally married decide not to be married anymore.





Dali wiped the tears from his eyes. 'I did not marry Shoni because I love her. I married her because her family are rich and important. I married her so that I could have nice things, and go to many fancy places,' said Dali.

'Oh no!' said Tshifi. 'Poor Shoni! I can't believe you did that, Dali!'

'I have learnt my lesson,' said Dali. 'The nice things and fancy places did not make me happy for long. And Shoni is also unhappy. She knows that I do not love her. We both feel sad all the time. I am so sorry that I married for money – now I have nothing.'

Dali's father shook his head, 'That is not true son. You have the love of your family, and that is an important thing,' he said. 'But you must think long and hard about why you decided to marry for money. It is not a fair thing to do.'

Suddenly, Dali did not look so **hopeless**. If his family loved him, he would be okay. Dali felt very grateful for his family. But he knew he had a lot of thinking to do.



## Vocab

**hopeless** –  
without hope,  
the opposite of  
hopeful

- 1 How much older is Dali than Tshifhiwa?  
*Dali is... years older than Tshifhiwa.*
- 2 How did Tshifi infer that something was wrong?  
*Tshifi inferred that something was wrong because...*
- 3 Why was Dali crying?  
*Dali was crying because...*
- 4 What lessons did Dali learn?  
*Dali learnt that...*
- 5 Write the sentences using the correct modals showing possibility:
  - a. Yesterday we (could/will) have gone to visit the family.
  - b. I (can/might) be able to help you.
  - c. We (will/might) make him feel better.
  - d. He (might/can) be able to make a better choice in the future.





6

Choose one of the **prefixes** mis / un / in / anti / dis, to form the **antonyms** of the following words. Each prefix can only be used once.

For example: like → dislike

- a. social
- b. honest
- c. correct
- d. understand
- e. friendly

### Kindness counts

Are you coming into the shop with me, Neo?’ asked his mother.

‘No thanks mom,’ answered Neo. ‘I will wait in the car.’

Neo’s mom climbed out of the car and walked into the Midtown Mall. Neo waited calmly for his mother. He opened his window and **closely** watched the people around him.



LSC

**prefix** – a group of letters placed before the root of the word, that changes the meaning. For example: unlike, undo, unkind



LSC

Remember:  
**antonyms** – two words with opposite meanings



Vocab

**closely** – to watch something closely means to watch it very carefully, to notice the details



## CS

What **inference** can you make about the couple from their shopping basket? Do you think they are struggling financially? Or do you think they have money?



## Vocab

**tip** – a small amount of money you give someone who has helped you, to say thank you for their service



## LSC

**adverbs** – words that tell us more about verbs. For example: Neo waited **calmly** for his mother and **closely** watched the people around him.

He saw a husband and wife who had just been shopping. They had a **big trolley full of food and clothes** from the mall. A car guard ran to the man and asked if he could help them. The man nodded, and the car guard pushed the trolley. They walked to a shiny, big BMW. The man and his wife climbed into the car. They both sat in the car while the car guard did all of the hard work. He unpacked all of their shopping.

When he was finished, the couple closed their windows, and drove away. The greedy couple did not even give the car guard a small **tip**.

Just then, Neo's mom came out the mall. The same car guard went to help her. He pushed the trolley and unpacked the shopping. Neo saw his mom give the car guard R20. Neo smiled happily. His mom was always kind and respectful.

1

What had the husband and wife bought at the mall?

*They had bought...*

2

What do you think about the way the husband and wife treated the car guard?

*I think...*

3

What kind of person do you think Neo's mom is?

*I think Neo's mom is...*

4

Complete these sentences with appropriate **adverbs**:

- The old man with the walking stick walked (slow) \_\_\_\_\_.*
- The greedy child screamed (angry) \_\_\_\_\_ when her mom took away sweets.*
- The happy girl sang (happy) \_\_\_\_\_ as she shopped for new clothes.*
- The naughty brothers played (rough) \_\_\_\_\_ when their parents were out.*
- When she won the lottery, she jumped (excited) \_\_\_\_\_ into the air.*



5 Look in the text and find **synonyms** to the following:

- a. carefully
- b. unloaded
- c. pair
- d. large
- e. enquired
- f. caring



LSC

Remember:  
**synonyms** –  
words that have  
similar meanings

## The signs of greed

What are the warning signs of greed?

1. **Self-centred behaviour** is a sign of greedy people.

Greedy people are always saying 'me, me, me' with very little thought for the needs and feelings of others.



Vocab

**self-centred behaviour** –  
when someone  
behaves in a way  
that shows they  
are only thinking  
about themselves,  
and no-one else.



### Vocab

**envy** – to want what someone else has, to be jealous

**empathy** – to be able to feel what other people are feeling



### CS

**'shift their focus'** means that they must not keep doing things the same way - they must try to change



### LSC

**connecting word** – a word that connects two sentences together to make a more complex sentence.

2. **Envy and greed are like twins.** While greed is a strong want for more and more possessions (such as wealth and power), **envy** goes one step further and includes a strong desire by greedy people for the possessions of others.
3. **Greedy people do not have empathy.** This means they are not good at caring for others and they are not concerned about the feelings of others. So, they are not worried about causing pain to others.
4. **They are never satisfied.** Greedy people truly believe that they deserve more, even if it means someone else loses out.

Greedy people can change, but this usually takes a long time as they must change their whole way of thinking about themselves and the world. They must **shift their focus** from themselves to other people. They could think about this question and answer: 'Who is rich? Those who are happy with what they have.'

1

What is one of the signs of a greedy person?

*One of the signs of a greedy person is...*

2

Do you think it's a good thing or a bad thing to be greedy? Why?

*I think it is... because...*

3

Join the following sentences using one of the **connecting word** and / but / because. You may use each connecting word more than once.

- a. *Greedy people often treat others badly. They do not care about others.*
- b. *Greedy people can hurt others. They can change their ways.*
- c. *Greed is wanting more things. Envy is wanting what others have.*
- d. *If you are greedy you only think of yourself. You do not consider other people's feelings.*
- e. *All my friends are kind. I could not be friends with a selfish person.*





- 4 Find the meaning for each **idiomatic expression** and write it in your exercise book. For example: **Save for a rainy day** means to save your money for a time you need it.

### IDIOMS

save for a rainy day  
cost an arm and a leg  
spend money like water  
deep pockets

on a shoestring

itchy palms

### MEANINGS

have a lot of money  
to have very little money  
a desire for money or a bribe  
save your money for a time you need it  
to spend money as if there were no limit  
cost a lot of money



LSC

Remember:  
**idiom** – a common phrase, which has a figurative meaning rather than a literal meaning. So, it means more than what the actual words say.

## Visual Text

Read and discuss this text with your partner during group guided reading.

### Cartoons about greed



PICTURE A



PICTURE B

- 1 Which picture best shows greed? Why do you think so?  
*I think picture... because...*
- 2 In your view, is it worse to be greedy or angry? Why?  
*In my view it is worse to be... because...*



### LSC

**pronoun** – a word that can stand in for a noun so we don't have to repeat the noun in the sentence. For example: I, you, he, she, they, them him, hers, me, mine.

For example, 'he' can replace the word proper noun 'Tom': Tom has a dog. He like his dog. He takes his dog for walks.

- 3 What are the two different types of greed shown in the cartoons?

*The two different types of greed shown are greed for...and greed for...*

- 4 Complete these sentences with the correct **pronouns**:

- She has lots of cars. They are \_\_\_\_\_.*
- Their house is enormous. It belongs to \_\_\_\_\_.*
- You have such a great job. I wish I had \_\_\_\_\_ instead of mine.*
- \_\_\_\_\_ attitude is quite selfish. I don't agree with him.*
- We are always saving money to pay for our house. One day it will be \_\_\_\_\_.*
- My life is full of friends and family. I have what \_\_\_\_\_ need.*

- 5 Write down the words that are NOT about money:

- |               |               |              |
|---------------|---------------|--------------|
| g. cheap      | m. cousin     | r. credit    |
| h. rich       | n. investment | s. profit    |
| i. save       | o. earn       | t. expensive |
| j. accountant | p. bank       | u. lightbulb |
| k. strawberry | q. tractor    | v. spend     |
| l. business   |               | w. greed     |



### Summary: The signs of greed

1. Read the non-fiction text again: **The signs of greed**
2. Then, make a summary about this text.

### Summary: The signs of greed

*This text is about...*

*I liked...*

*I learnt that....*

# THEME

## Teacher's Theme (Poetry)

**Term 3**

**Weeks 9 & 10 | Cycle 5**

Please use the theme structures and teaching notes from PSRIP Term 1 Weeks 9-10 to structure a theme related to poetry.



LSC

Both 'ee' and 'ey' say the long E sound. We usually use 'ee' in the middle of a word, like green. We use 'ey' at the end of a word like key.

## Decoding Skills

### Phonic sounds

Learn to read these sounds:

sl

ee

### Phonic words

Practice sounding out and reading these words:

slow sloppy sleepy been need week

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

sl	ee	a	p
i	s	tr	sh
o	i-e	n	gr

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

work three hard busy know  
clothes visit watch under friend

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

school	months	homework	tests
books	holiday	village	sheep





## Decoding Practice

*Use your knowledge of phonics and difficult words to read these texts.*

### I need a rest

It has been three months of hard work. It has been three months of school. It has been three months of homework.

It has been three long, busy months.

The school week is not slow. The school week is busy. It is not a slow school week.

We need to do work.

We need to use our books. We need to use our books and be busy.

Now we have been doing tests. We have been doing tests to see what we know. Why do we need to do tests? We need to do tests to see if we know our work. I know my work.

I work all week. I do my weekly homework. I like school but I need a holiday.

I need a holiday to rest. I need a three-week holiday. I will sleep and be sloppy. I will be slow. I will sleep and rest in sloppy clothes. I will be slow and rest. I will not need school books for three weeks. I will not need school clothes for three weeks. I sleep and be free in sloppy clothes. I will sleep and be free in sloppy clothes for three weeks. Three weeks away from school!





## A visit to granny

I need to see my granny. I will see my granny in the holidays. I will visit my granny for three weeks. My granny stays far away. She stays in a sleepy village. She stays in a sleepy village in the North West. I need to visit her in her sleepy village. It is slow in her sleepy village but I like her sleepy village.



I feel free when I am at granny. The village is sleepy and slow but I like it. I keep busy with granny. Granny keeps me busy. She keeps me busy when I am with her. I need to watch the sheep. I need to watch the sheep when I visit granny. I watch the sheep. I sit under a tree and watch the sheep. It is slow and I can rest under the tree.

I meet granny's friends. I meet granny's three friends. Granny's three friends are kind. They feed me sweets. Granny's kind friends feed me sweets. I like to visit granny in her sleepy village in Limpopo. I like to see My granny. I like to watch the sheep. I like to see her friends. I like to be slow and rest.

1. Who will I visit in the holidays?

*I will visit my ...*

2. Where do I rest when I watch the sheep?

*I rest under a ...*

3. What do granny's friends feed me?

*Granny's friends feed me...*

# THEME

## Conservation

Term 4

Weeks 1 & 2 | Cycle 1



conservation - Kids | Britannica Kids |  
Homework Help Britannica  
<https://kids.britannica.com> › kids › article ›  
conservati...  
Teaching Resources | WWF World Wildlife  
Fund  
<https://www.worldwildlife.org/teaching-resources>

- 281 species of plants, fungi and animals in South Africa are currently classified as critically endangered.
- There is an international prize for a person who does important work in environmental science, health and energy. It is called the Tyler Prize for Environmental Achievement.

Interesting  
Facts



LSC

The 'k' sound becomes silent when it is placed before 'n'. So, in words like knife and knee, we only hear the 'n' sound.

'ow' makes two different sounds! The ow sound in owl is different from theow sound in know.

## Decoding Skills

### Phonic sounds

Learn to read these sounds:

**kn****ea****-ow**

### Phonic words

Practice sounding out and reading these words:

**know knock knee dream clean**  
**sea town brown down**

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

<b>kn</b>	<b>ea</b>	<b>ow</b>	<b>ee</b>
<b>t</b>	<b>ch</b>	<b>b</b>	<b>l</b>
<b>d</b>	<b>i</b>	<b>m</b>	<b>sh</b>

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

**care planet Earth others begin**  
**neighbour was people help difference**

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

<b>conserve</b>	<b>rescue</b>	<b>teach</b>	<b>species</b>	<b>poachers</b>
<b>environment</b>	<b>bare</b>	<b>valuable</b>	<b>destroy</b>	<b>destruction</b>
<b>conservation</b>	<b>trap</b>	<b>habitat</b>	<b>wildlife</b>	<b>pollution</b>
<b>endangered</b>	<b>plant</b>	<b>cleanup</b>	<b>donate</b>	<b>organisation</b>





## Decoding Practice

*Use your knowledge of phonics and difficult words to read these texts.*

### Zwele's dream

Zwele has a dream. Zwele dreams about a clean planet. He would like to teach others about how to care for planet Earth. Zwele knows that this is a good dream. He dreams that others will care about planet Earth like he cares. He knows how great planet Earth is. He knows we need to heal the planet. He knows we need to take more care to keep it clean. Zwele can see his town is not neat. His town is full of pollution. Zwele knows that his dream will need to begin in his town. He will need to teach his town about pollution.

Zwele knocks on his neighbour's door. Knock, knock! Knock, knock! He knocks on the door.

"Neighbour, do you see the pollution in our town? Do you see that our town is not clean?" Zwele asks his neighbour with a frown.

His neighbour nods. "Yes, I see our town is not neat. I know how much you care about our town, Zwele. I know you dream about a clean planet."

Zwele nodded his head.

"I will speak to the people in the town, Zwele. We will help you clean up. We will help you with your dream."





## My beach holiday

This holiday I went to the sea. The sea is a dream place for me. The sea and the beach are dream places on planet Earth. A beach holiday is a great treat. But wow! The beach was not neat! The beach was not clean. There was pollution on the beach. There was pollution in the sea. The sea was brown. The sea was brown with pollution. Wow! It was bad! I know this was people. People do not care. People know how to keep the beach clean but they do not care. Wow! It was so bad! I got down on my knees. I got down on my knees to clean the beach.



Then some people made a team. They made a team to help clean up. On our knees we cleaned the beach. We cleaned the beach as a team. We did a beach clean-up.

It was not my dream beach holiday. It was not a dream holiday at the sea but I knew we had helped. I knew we had helped planet Earth. I knew we had made a difference. I knew that the beach clean-up had made a difference. Now the beach was clean and neat.

1. What was on the beach?

*On the beach there was...*

2. What colour was the sea?

*The sea was...*

3. What did the team do?

*The team did...*



## Independent Reading Texts

*Read and discuss these texts with your partner during group guided reading.*

### Thuli learns how to **recycle**

Thuli was a Grade 5 learner at Nelson Mandela Primary School. She loved playing with her friends during breaktime. One day Thuli was drinking a bottle of juice. When the bell rang, Thuli threw her empty bottle on the ground. Then she ran to class.

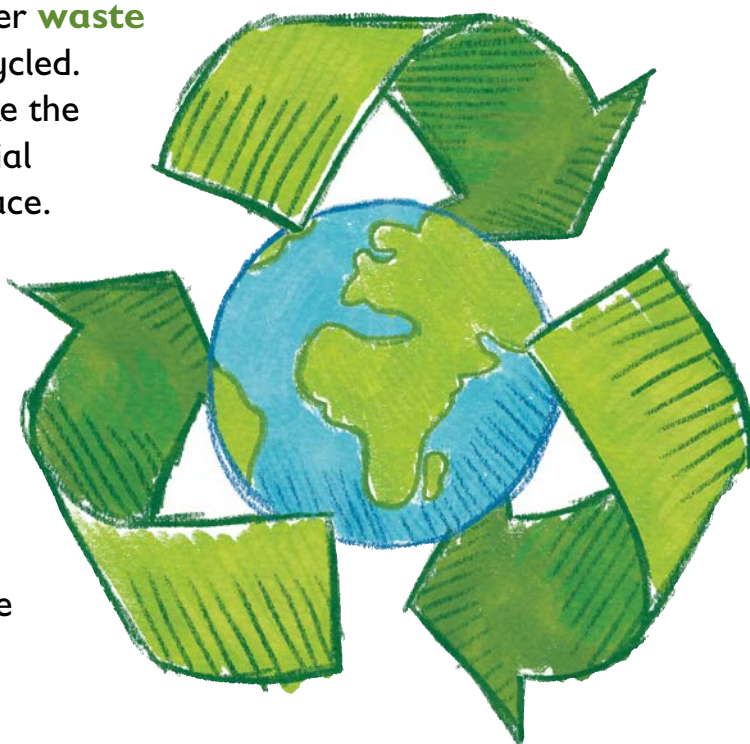
Kgomotso, who was in Grade 7, saw Thuli do this. He called out to her.

'Hey, Thuli! Please don't pollute like that. You must clean up your rubbish. We must take care of our earth! You should recycle this bottle,' said Kgomotso.

Thuli felt bad. She didn't want to harm the earth. She wanted to do better. So, the next day, Thuli went to the library. She read a book called 'Rescue Our Earth: How to Recycle'.

In it, she learned so many things about how to recycle. She learned you must first make sure your recycling is clean. Then you must separate glass, plastic, tin and paper **waste** so they can be recycled. Then, you must take the recycling to a special recycle drop-off place. Finally, waste that is recycled is turned into many different things.

Thuli never threw another empty bottle on the floor again.



#### Vocab

**recycle** – to change waste into useful new materials. For example, the plastic of Thuli's bottle can be recycled and be used to make a plastic chair!



#### Vocab

**waste** – rubbish, things we throw away



LSC

**Contractions** – when two words are combined into one word. When contractions are made, some letters are left out so the contraction is shorter. We use an apostrophe to show where letters are missing in the contraction. For example: do + not = don't (the 'o' in 'not' is missing)

This one does not follow the same rules. It is irregular. Will + not = won't

- 1 What mistake did Thuli make?  
*The mistake that Thuli made was...*
- 2 Describe a mistake that you have made before, that taught you an important lesson..  
*A mistake I've made before was... The lesson I learnt from this is...*
- 3 What three steps must you follow when you recycle?
  - a. *First you must...*
  - b. *Then you must...*
  - c. *Finally, you must...*
- 4 Rewrite the following sentences with the proper punctuation:
  - a. *I'm so sorry I will learn how to recycle said Thuli*
  - b. *Kgomotso said don't throw the bottle on the floor please*
  - c. *Thuli asked the librarian do you have any books about recycling*
- 5 Write the following words as **contractions**, placing the apostrophe in the right place:
  - a. *should not*
  - b. *did not*
  - c. *let us*
  - d. *have not*
  - e. *has not*
  - f. *could not*
  - g. **will not**
- 6 Write down the past tense verbs for the following:

Present tense verbs	Past tense verbs
throw	
catch	
walk	
awake	
fly	
write	
choose	





## Ridha's trip to the rhinos

Ridha was very excited. He was going to see some rhinos! Ridha had never seen rhinos before. He was going with his mum, his dad and his sisters.

'I can't wait! I can't wait to see the rhinos!' said Ridha, all the way to the conservation site.

The rhinos lived at the conservation site because they were endangered. This place protected them. This place protected many endangered species. They were safe from poachers who tried to harm them. The rhinos were kept safe at the conservation site.

Finally, they arrived. Ridha saw their big, grey bodies. He saw their long sharp horns. He smiled and laughed! He was so happy to see the rhinos.

Before they left, Ridha wished with all his heart that the rhinos were safe.





Vocab

**conservation site** – a place that protects and manages wildlife and plants



LSC

Remember: **abbreviation** – a shortened version of a word. For example, the abbreviation of September is Sep.



Vocab

**activist** – someone who fights for the rights of someone or something



Vocab

**convince** – to make someone believe what you are saying

1 What were Ridha and his family going to see?  
*Ridha and his family were going to see...*

2 Why did the rhinos have to be kept safe at the **conservation site**?  
*The rhinos had to be kept safe because...*

3 Ridha saw that the rhinos were big, grey, and had sharp horns.  
The underlined words are descriptive words.  
Write down three descriptive words for each animal:  
a. *ant*  
b. *lion*  
c. *shark*  
d. *frog*

4 Give the **abbreviations** for the following words.  
a. *January*  
b. *road*  
c. *centimetres*  
d. *kilogram*  
e. *kilometre*

## Greta Thunberg

In 2021, Greta Thunberg turned 18 years old. She was born in Sweden. She is an **activist** for the environment. This means she fights for the environment. Greta wants to rescue the environment with all her heart.

Even though she is young, Greta is confident. She speaks in a clear and direct way, even to powerful leaders. She speaks to these powerful leaders all over the world. She tries to **convince** them to take more action. She tries to convince them to fight for the environment.

When she was 15, Greta started protesting every Friday instead of going to school.



She protested every Friday for many many months. She held a sign that says 'School Strike for Climate' at these **protests**.

Greta tries to not use cars or planes when she travels. Cars and planes make a lot of pollution. She once travelled to America by boat!

Even though Greta is young, she is a powerful leader and activist.



#### Vocab

**protest** – when people come together to bring attention to particular topic or issue

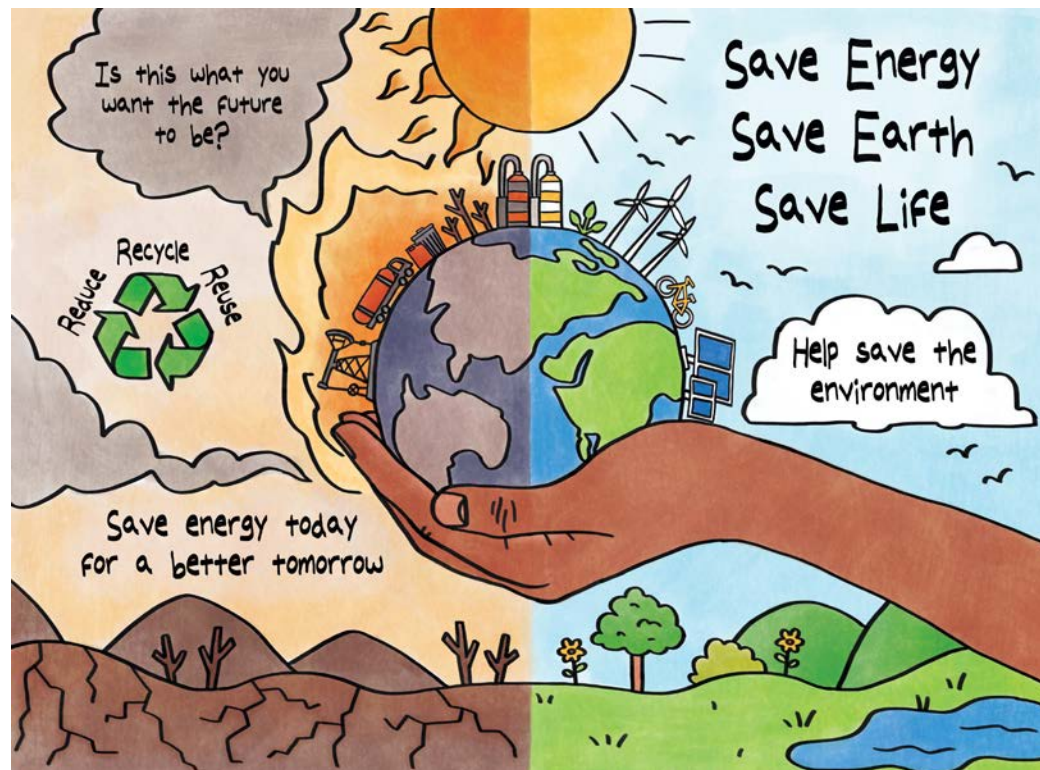
- 1 Where was Greta born?  
*Greta was born in...*
- 2 What does Greta try to convince powerful leaders around the world to do?  
*Greta tries to convince powerful leaders around the world to...*
- 3 If you were at a protest to fight for the environment, and you had to make a sign to hold, what would your sign say?  
*My sign would say...*
- 4 Greta wants to rescue the environment with all her heart. What do you think the phrase 'with all her heart' means?  
*I think the saying 'with all her heart' means...*



## Visual Text

Read and discuss this text with your partner during group guided reading.

### Save energy, save earth, save life



LSC

**adjectives**—words that describe nouns in more detail. Adjectives help us to get a clear picture in our heads of what is being described in the sentence. For example: Rhinos are huge, gentle and grey.

- 1 What are three **adjectives** that describe the picture on the right-hand side of the poster?  
*Three adjectives are..., ... and...*
- 2 What are three adjectives that describe the picture on the left-hand side of the poster?  
*Three adjectives are..., ... and...*
- 3 What is this poster urging us to do?  
*This poster is urging us to...*
- 4 What are three ways that we can help save our planet, according to this poster?  
*According to this poster, three ways we can help save our planet are*





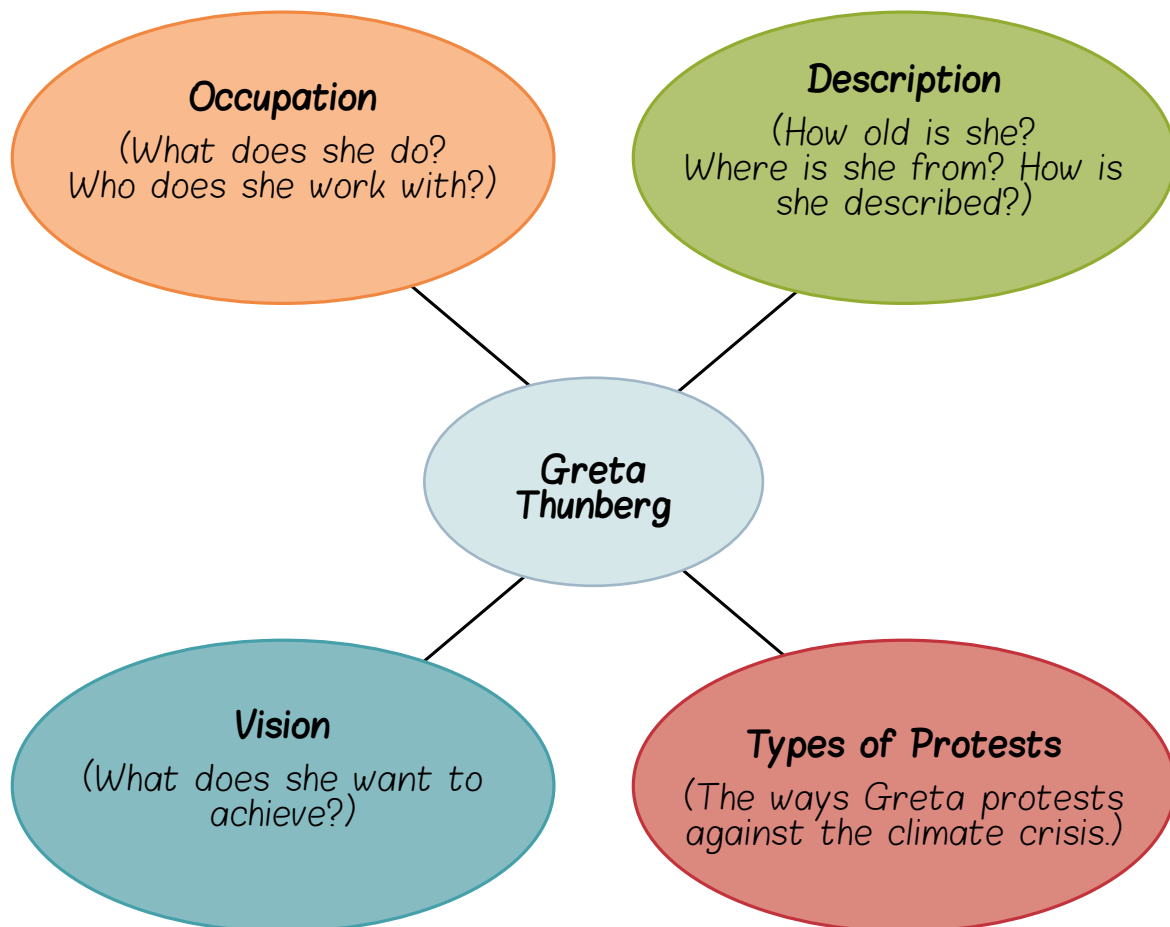
- a. ...
- b. ...
- c. ...



### Summary: Greta Thunberg

1. Read the non-fiction text again: **Greta Thunberg**
2. Then, make a mind-map about Greta Thunberg.
3. Only write key words (the most important words, not a full sentence).

### Summary: Greta Thunberg







# THEME

## Learning In Different Ways

**Term 4**

**Weeks 3 & 4 | Cycle 2**



Crash Course Kids Learning through video:  
<https://www.youtube.com/channel/UCONtPx56PSebXJOxbFv-2jQ>



LSC

'oy' and 'oi' both make the same sound, but 'oy' is usually used at the end of a word, and 'oi' is used in the middle of a word.

## Decoding Skills

### Phonic sounds

Learn to read these sounds:

**-oy****oi****ar**

### Phonic words

Practice sounding out and reading these words:

**boys enjoy annoy avoid noise boil art smart hard**

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

<b>oy</b>	<b>oi</b>	<b>ar</b>	<b>b</b>
<b>l</b>	<b>c</b>	<b>j</b>	<b>n</b>
<b>t</b>	<b>ea</b>	<b>a</b>	<b>ch</b>

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

**too learn different together found**  
**alone new through better brain**

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

<b>lead</b>	<b>leader</b>	<b>independent</b>	<b>population</b>	<b>guilty</b>
<b>research</b>	<b>resource</b>	<b>independent</b>	<b>ambitious</b>	<b>slogan</b>
<b>inspire</b>	<b>ambition</b>	<b>determination</b>	<b>possibility</b>	<b>permission</b>
<b>business</b>	<b>company</b>	<b>entrepreneur</b>	<b>boss</b>	<b>incharge</b>



## Decoding Practice

*Use your knowledge of phonics and difficult words to read these texts.*

### How we learn

Some people avoid learning. They think it is too hard. Research tells us that different people learn in different ways. Some very smart people joined together to do research. They joined together to do research into how different people learn. This research found that we all learn in different ways.

Some people learn fast. They are fast learners. Some people are slower at learning new things. They are slower learners. This is not a bad thing. This only means that we learn differently. Different not better. Some people join others to learn. Some learn better alone.

Some people can't learn if it is noisy. They need to avoid noise to enjoy learning. Some people learn through words. They enjoy words on cards and in books. Some people learn best through pictures. They learn best through art. Research tells us that boys and girls learn in different ways too. People are different. There are different ways to learn. Different ways to know new things.

Learning new things is a joy.  
Learning new things is a  
choice. Learning new  
things is smart.  
You will learn  
new things  
in your way,  
in your own  
different way.  
It is good to  
know how  
you  
learn  
best.





## Learning with Thuli

Thuli enjoys learning. Thuli enjoys learning new things. Thuli knows she is not a fast learner. She knows that we all learn in different ways. Thuli finds a lot of joy in learning new things.



“I feel smart when I learn new things. I feel very smart. I know I am not the fastest learner but I enjoy learning,” Thuli says.

Thuli joins some children to learn about art. They learn about art as a team. There is a lot of noise when you learn as a team. Thuli does not mind the noise. It does not annoy her. She enjoys learning in a team. They are all different and they enjoy team work.

When Thuli does hard work she says, “This is hard. I feel like my brain will boil. This is hard but I am learning new things.” Thuli’s brain does not really boil. She is just thinking hard. She does not avoid the hard work. She knows she will get better.

“Faster is not always better,” Thuli says. “I am smart and I enjoy learning. I will not avoid work that is hard. I will go far. I will go far with this brain of mine.”

1. How does Thuli feel when she learns new things?

*Thuli feels... when she learns new things.*

2. What does Thuli’s team learn about?

*They learn about...*

3. Is Thuli a fast or slow learner?

*Thuli is...*





## Independent Reading Texts

Read and discuss these texts with your partner during group guided reading.

### Different dreams

Tumi and Kamo were brothers. Even though Tumi was in Grade 5 and Kamo was in Matric, they still had fun together. One Saturday afternoon, Kamo invited his friends over to their house. Kamo and his friends sat in the garden speaking about their futures. Tumi was playing with his soccer ball nearby and could hear everything that they said. Many of Kamo's friends were busy applying for **university**. They were talking about which universities they wanted to attend and what they were going to study.

'What university are you going to, Kamo?' asked one of Kamo's friends, Sphiwe.

Kamo smiled at his friends, 'I am not going to university. I am going to **college** in Johannesburg. I'm going to learn to be a hairdresser,' said Kamo proudly.

Kamo's friends looked shocked. Sphiwe shook his head in disbelief. 'But don't you want to study something proper? Don't you want to get a good job one day?' he asked his friend.

Kamo looked angry, 'Not everyone is **academic**. Not everyone wants to go to university. I'm creative. I want to become a hairdresser and

have my own business one day! I am going to college to become a hairdresser and I will get a job. And one day, I will have my own business! Please don't disrespect my choice!' said Kamo, angrily.

Kamo's friends looked ashamed. 'Sorry Kamo,' said Sphiwe. 'I guess you're right. We don't all have the same talents and



CS

There are many universities in South Africa. For example: the University of Johannesburg, University of Cape Town, Rhodes University, Nelson Mandela University. You can study many different subjects at universities. For example: visual arts, environmental science, history, or law.



CS

A college is a school where people learn a skill. For example: hairdressing, graphic design, construction or plumbing.



Vocab

**academic** – related to school and education



dreams. And we don't all have to go to university. I guess we can learn to do different jobs in many ways.'

Tumi felt inspired by his brother. Kamo was right to follow his dream and use his talents.



LSC

Remember:  
**indirect speech** – when you write down what someone said, but not their exact words. You do not use quotation marks.

- 1 Where was Kamo going to study instead of university?  
*Kamo was going to study at...*
- 2 What lesson did Kamo's friends learn?  
*Kamo's friends learnt that...*
- 3 Make an evaluation about Kamo. What kind of person do you think he is? Why?  
*I think he is... because...*
- 4 What are your dreams and plans for studying and work after Matric?  
*My plans are to...*
- 5 Change the following sentences into **indirect speech**.
  - a. 'I can run fast!' said Thumi.
  - b. 'Can I please borrow your pencil?' requested Palesa.
  - c. 'I can take you to the Sports Day tomorrow,' said John.
  - d. 'Please can I go with you?' begged my little sister.
  - e. 'She can sing beautifully!' said my mom.
- 6 Which of the following are NOT jobs? Write down the odd ones out:

a. bus-driver	b. doctor
c. lawyer	d. grass
e. teacher	f. knife
g. engineer	h. salary
i. cleaner	j. actor
k. programmer	l. excitement
m. entrepreneur	n. singer
o. social-worker	p. accountant
q. maths	



## Zinzi gets help

Zinzi was sitting in Maths class, trying her best to pay attention. This was the first time they were learning about long division, and Zinzi could not understand it. That night, Zinzi sat with her father, and told him that she did not understand long division.

Her father quickly took out his cell phone. 'Zinzi, a friend of mine told me that his son was struggling with Maths too, but then he found this great website called Khan Academy,' he explained.

'What is that, dad?' asked Zinzi.

'It is a website that helps students with different school subjects. It is a great website because it's extremely easy to use and it's free!' said Zinzi's dad excitedly.

'How will it help me with long division?' asked Zinzi.

'Well, there are videos on the website. In the videos, an expert explains things in a very clear and simple way. The great thing about these videos is that you can pause them to take notes, or watch again if you still don't understand,' said Zinzi's dad. He passed her his phone and told her that she should look around on [www.khanacademy.org](http://www.khanacademy.org).

A few hours later, Zinzi ran out of her bedroom excitedly, 'Dad! Dad! I can do long division! The video helped me so much,' she said.

Zinzi's dad laughed, 'That's good, my dear. Now, you have to use your pocket money to buy some data for my phone!'



# KHAN ACADEMY



LSC

**Its** shows possession and **it's** is an abbreviation of it is.



LSC

**antonyms** – two words that have the opposite meanings. For example: best and worst

- 1 What was Zinzi struggling to understand?  
*Zinzi was struggling to understand...*
- 2 How can we infer that Zinzi's father doesn't really expect her to buy data?  
*We know that Zinzi's father doesn't really expect her to buy data because...*
- 3 Write down the correct form (**its** or **it's**) for each sentence:
  - a. *The tree is losing (its/it's) leaves.*
  - b. *(Its/It's) so cold today.*
  - c. *(Its/It's) going to be an easy test.*
  - d. *The dog wagged (its/it's) tail.*
  - e. *(Its/It's) never going to work.*
  - f. *The school announced (its/it's) plan for Heritage Day.*
- 4 Write down the **antonyms** from column 1 and column 2:  
For example: first – last

**COLUMN 1**

first  
reward  
give  
same  
easy  
excited  
ahead

**COLUMN 2**

different  
receive  
behind  
bored  
last  
punishment  
difficult



## Google

Google is a very big company, in fact, it is one of the biggest companies in the entire world. Google is a **search engine** that searches the internet for the information that you want. Every day, billions of people use Google to find information, do research, find pictures or videos and ask questions. You can even ask Google to find information 'for kids', so that you don't get information that is too difficult to understand.

There are many interesting facts about the Google company:

- Every day, Google gets over one billion questions or requests for information!
- Google hires language translators for 345 languages, so that many people around the world can use and understand Google. In South Africa, Google is offered in Sesotho, isiZulu, isiXhosa, Setswana, Sepedi, Afrikaans and English.
- In 2013, the most searched topic on Google was 'Nelson Mandela'. This was the year that Tata Nelson Mandela died, and people around the world wanted to know more about South Africa's former president.
- Throughout the year, Google **rents over 200 goats to eat the grass** at the Google headquarters. This is so that they do not have to use lawn mowers, and waste electricity.



CS

**search engine** – a tool that people can use to search through massive amounts of internet content. It helps you to find the information that you are looking for. When we say, 'google it', we mean search on the internet for some information.



CS

What **inference** can you make about Google from the fact that they use goats to eat their grass? What kind of company do you think this is?





LSC

Remember: **idiom**  
– a common  
phrase, which  
means more than  
what the actual  
words say.

- 1 What was the most searched topic of 2013?  
*The most searched topic of 2013 was...*
- 2 Which fact did you find most interesting from this information text? Why?  
*I found it most interesting that... because...*
- 3 Change the following into questions using the modal 'can'.  
For example: She can play soccer. → Can she play soccer?  
a. *He can borrow his mom's car tomorrow.*  
b. *They can sing well.*  
c. *She can explain the maths work.*  
d. *You can help with the organising?*

- 4 Find the meaning for each **idiom** and write it in your exercise book:

For example: Pull the plug means to end something

#### IDIOMS

#### MEANINGS

*Pull the plug*

*something advanced and ahead of others*

*Blow a fuse*

*something that works very smoothly and well*

*Cutting edge*

*to end something*

*Press my buttons*

*people having the same ideas and opinions*

*Well-oiled machine*

*to become very angry and explode*

*On the same wavelength*

*starting to irritate and annoy me*





## Visual Text

Read and discuss this text with your partner during group guided reading.

### Google

Google which country has the highest population

About 912 000 000 results (0.75 secnds)

**China**  
World population

**TOP 10 MOST POPULOUS COUNTRIES (July 1, 2021)**

Rank.	Country	Population	NaN
1.	China	1,397,897,720	219,463,862
2.	India	1,339,330,514	213,445,417
3.	United States	332,475,723	164,098,818

2 more rows

<https://www.census.gov> > popclock > print  
[Current Population – Census Bureau](#)

People also ask  
What are the 10 countries with the largest population?

- 1 What question is Google answering here?  
*Google is answering the question:*
- 2 Would you like to visit China? If yes, why? If not, what country would you like to visit and why?  
*I would like to visit... because...*
- 3 Which country had the second highest population in 2021?  
*The country with the second highest population in 2021 was...*
- 4 Change the underlined **proper nouns** into proper adjectives.  
*a. I love listening to Africa folktales.*



LSC

**proper noun** – a specific name of a person, place or thing. Proper nouns start with capital letters. **proper adjectives** – words used to describe and tell us more about places, people and things. They also begin with a capital letter.



- b. Many of the Brazil soccer players are excellent.
- c. I love eating Ethiopia food.
- d. There is some great America music.
- e. Sometimes I watch India movies.



## Summary: Google

1. Read the non-fiction text again: **Google**
2. Make a summary using the frame below.

### Summary: Google

This text is about...

I liked...

I learnt that....

- Some people learn through pictures or symbols (these are called visual learners).
- Some people learn through listening and hearing information (these are called auditory learners).
- Some people learn by reading and writing (these are called reading/writing learners).
- Some people learn by participating in physical action (these are called kinaesthetic learners).
- What kind of learner do you think you are?
- Dyslexia is when someone struggles to learn to read. This does not affect general intelligence at all, it just means that people with dyslexia need a bit more help when learning to read.

Interesting  
Facts

# THEME

## Healthy Eating

Term 4

Weeks 5 & 6 | Cycle 3



15 Healthy Recipes You Can Cook With Your Kids: <https://www.healthline.com/nutrition/recipes-to-cook-with-your-kids>

- There are 39 grams of sugar in a can of cooldrink!
- People are unique and have different body types. There is no perfect diet to follow – we must follow a diet that includes lots of healthy foods and makes us feel good.
- 
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Interesting Facts



LSC

In English, the q is always followed by u, which is why we teach the sound 'qu'. The only time you will ever see q without u is if it is a word borrowed from another language.

## Decoding Skills

### Phonic sounds

Learn to read these sounds:

**qu-****-ou****-aw**

### Phonic words

Practice sounding out and reading these words:

**quiz question liquid slow show grow yawn raw awful**

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

<b>qu</b>	<b>ow</b>	<b>aw</b>	<b>ck</b>
<b>a</b>	<b>ee</b>	<b>n</b>	<b>br</b>
<b>l</b>	<b>s</b>	<b>h</b>	<b>i</b>

### Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

**children choice aware energy class**  
**low during water how sugar**

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

<b>habit</b>	<b>diet</b>	<b>prevent</b>	<b>overweight</b>	<b>fit</b>
<b>whoa</b>	<b>slow</b>	<b>banned</b>	<b>once-in-a-while</b>	<b>anytime</b>
<b>flush</b>	<b>waste</b>	<b>energy</b>	<b>concentrate</b>	<b>raw</b>
<b>active</b>	<b>passive</b>	<b>obesity</b>	<b>exhausted</b>	<b>disease</b>





## Decoding Practice

*Use your knowledge of phonics and difficult words to read these texts.*

### A healthy diet

A quiz showed that children make poor diet choices. The quiz showed children do not question what they eat. They do not question the choices they make. They are not aware of what a smart diet choice is. Most children make awful diet choices. These awful diet choices show in how they feel. These awful diet choices mean they have low energy. They yawn during class. They do not grow. They are slow and can be overweight.

Children must question what they are eating. Children must question the choices they make. Children must be shown what a healthy diet choice looks like.

Children need to drink more liquids like water. Water is a good liquid to drink. It is part of a healthy diet. Children need to eat quality vegetables. Vegetables like squash are a good choice. Squash is a good choice for growing children. Children need to stay away from bad fats and sugar. Bad fats and sugar can make you overweight. Unhealthy children are slow and do not grow well. Children that eat a healthy diet are awake and glow. They glow with health. They have energy and grow. A healthy diet shows!





## Lindi's diet

Lindi felt awful. She felt awful and slow. Lindi had no energy.

“My energy is so low,” Lindi said to Selena. “My energy is so low. I have no energy and feel so slow and awful,” Lindi said with a yawn.

Selena said, “Lindi I saw you yawning. I saw how slow you are. I saw your low energy. I didn’t want to say anything.”

Lindi yawned again. Selena said, “Can I ask you a few questions? Can I ask you a few questions about your diet? I think your diet is making you feel low and awful. I want to show you how to feel better. I want to show you how to make better choices.”

Lindi and Selena had a quiet talk. They sat talking for a long time. Selena asked Lindi a lot of questions about her diet. They sat quietly and talked away from the other children.

Selena showed Lindi that her diet was making her feel awful. She showed Lindi that she must be smart. She must drink more liquids and have raw foods. Raw foods are best. She told Lindi to avoid sugar and bad fats. “Thank you, Selena,” said Lindi.

1. Who helped Lindi with her diet?  
*... helped Lindi with her diet.*
2. What was making Lindi feel awful?  
*Her... was making her feel awful.*
3. What foods did Selena tell Lindi to avoid?  
*She told her to avoid...*



## Independent Reading Texts

*Read and discuss these texts with your partner during group guided reading.*

### Healthy learners at Mondo Primary!

The teachers at Mondo Primary School wanted the very best for their learners. They all worked very hard to teach their learners new knowledge and skills. The teachers wanted to make sure that their learners were as fit and healthy as possible.

So, they called a Parents' Meeting. At this meeting, Mrs Machaka, the Grade 6 teacher, spoke to the parents. She asked the parents to please try and improve their children's health by doing the following:

1. **Give your children as much **protein** to eat as possible.** They can eat protein anytime. Protein builds muscles and helps our brains to develop. Protein is in foods like eggs, beans, nuts, chicken, fish and meat.
2. **Try to feed your children as many vegetables as possible, and some fruits.** They can eat vegetables anytime. They can eat fruit sometimes, because fruits contain sugar. These foods give us the vitamins and minerals that our bodies need.
3. **Try not to give your children too much sugar.** They can eat sugar once in a while. Sugar is very bad for us. Sugar is in cooldrinks, in pap and in most take-away foods. Sugar makes it difficult for children to concentrate. Sugar causes tooth decay. Sugar causes weight gain. Many diseases like high blood pressure and **diabetes** are caused by sugar.

The parents were very interested, and promised to try their best.



#### Vocab

**protein** – found in many foods, and helps build, maintain and replace tissues in your body



#### Vocab

**diabetes** – a disease where your body struggles to process sugar



LSC

**passive voice** – used when the subject of the sentence has something done to it/them. In contrast, the active voice is when the subject of the sentence is doing the action. For example:  
Active: He cooked the food.  
Passive: The food was cooked by him.

- 1 Why did the teachers at Mondo Primary School call a meeting?  
*They called a meeting because...*
- 2 What did you learn from Mrs Machaka's conversation with the parents at the parents' meeting?  
*I learned that...*
- 3 Think about your own eating habits.
  - a. *What healthy foods do you enjoy?*
  - b. *What kind of unhealthy foods do you think you could eat less of?*
- 4 Do you think it is more important to have knowledge and skills or to be healthy and fit? Why?  
*I think it is more important... because...*
- 5 Rewrite the following sentences in the **passive voice**.
  - a. *The school calls the parents to a meeting. The parents...*
  - b. *Mrs Machaka gives the parents good advice. Good advice...*
  - c. *Children can eat protein. Protein...*
  - d. *Children should not eat food with a lot of sugar. Food with a lot of sugar...*
- 6 Write down the words that are NOT about food:
  - a. *sugar*
  - b. *protein*
  - c. *pencil*
  - d. *salt*
  - e. *fruit*
  - f. *music*
  - g. *vegetables*
  - h. *vitamins*
  - i. *nutritious*
  - j. *car*



## No cooldrinks for Nofoto!

Break time was over, and Nofoto and her friends walked into the classroom and sat in their seats. However, Nofoto had not finished drinking her cooldrink, so she decided to bring it into the classroom.

Ms Khumalo walked into the classroom and began teaching her lesson. Out of the corner of her eye she caught Nofoto taking a sip of her cooldrink. Ms Khumalo looked very upset, 'Class! Sugary cooldrinks are very bad for you,' explained Ms Khumalo. 'Did you know that drinking sugary cooldrinks can lead to obesity? And obesity can lead to many dangerous diseases like cancer, diabetes and heart disease!'

Nofoto and her friends looked shocked as Ms Khumalo continued to talk, 'Sugary cooldrinks are also bad for your teeth.' Ms Khumalo pointed at her teeth, 'They make your teeth go yellow, and they can rot your teeth,' she explained.

'One 500ml bottle of cooldrink can have up to 32 teaspoons of sugar in it,' Ms Khumalo said, shaking her head. 'Now, take those cooldrinks out of my classroom. I will be disappointed if I ever see you girls drinking those again at school. They should be for special treats only,' said Ms Khumalo.

Ms Khumalo did not have to worry. Nofoto and her friends never wanted to drink sugary cooldrinks again.







- 1 Why did Nofoto bring her drink into the classroom?  
*She brought her drink into the classroom because...*
- 2 Do you think Ms Khumalo had the correct reaction to Nofoto's drink? Why or why not?  
*I think Ms Khumalo had the correct / incorrect reaction because...*
- 3 Rewrite the following sentences in the active voice:
  - a. *The cooldrink is drunk by Nofoto. Nofoto...*
  - b. *The class is given advice by Ms Khumalo. Ms Khumalo...*
  - c. *Her wise words are heard by the learners. The learners...*
- 4 Rewrite the following sentences filling in one of these words: teaspoons litres minutes cups Celsius vegetarian
  - a. *The cake needs to bake for 45 \_\_\_\_\_.*
  - b. *My friend doesn't eat meat, so I need to make \_\_\_\_\_ food for her.*
  - c. *My uncle takes three \_\_\_\_\_ of sugar in his tea, which is not healthy.*
  - d. *The chicken recipe needs two \_\_\_\_\_ of water for the sauce.*
  - e. *The biscuits need to bake at 180 degrees \_\_\_\_\_.*
  - f. *Some people say you should drink two \_\_\_\_\_ of water every day.*



Sugary drinks can cause tooth decay



## Water and our bodies

The human body is made up of about 60% water. That means that we need water to **survive**. Humans can only live a few days without water. We should drink about 8 glasses of water every day. Eating lots of raw fruits and vegetables also provides our bodies with water. This is because there is lots of water in raw fruits and vegetables.

There are many good reasons to drink water. Studies show that drinking water can **prevent** diseases such as cancer.

By drinking water, you can stop yourself from becoming grumpy or getting in a bad mood. People who drink lots of water are usually happier.

Drinking water can cure headaches and can stop headaches from happening. Drinking water can also stop some pain that you may feel in your joints or in your bones.

Drinking water flushes our bodies, just like you flush a toilet. Drinking lots of water can flush out the bad **bacteria** and waste in our bodies. We flush our bodies when we go to the bathroom and when we sweat.

Finally, drinking lots of water is very good for your skin. Drinking lots of water can make your skin look healthy and make it glow.



### Vocab

**survive** – to live



### Vocab

**prevent** – to stop something from happening

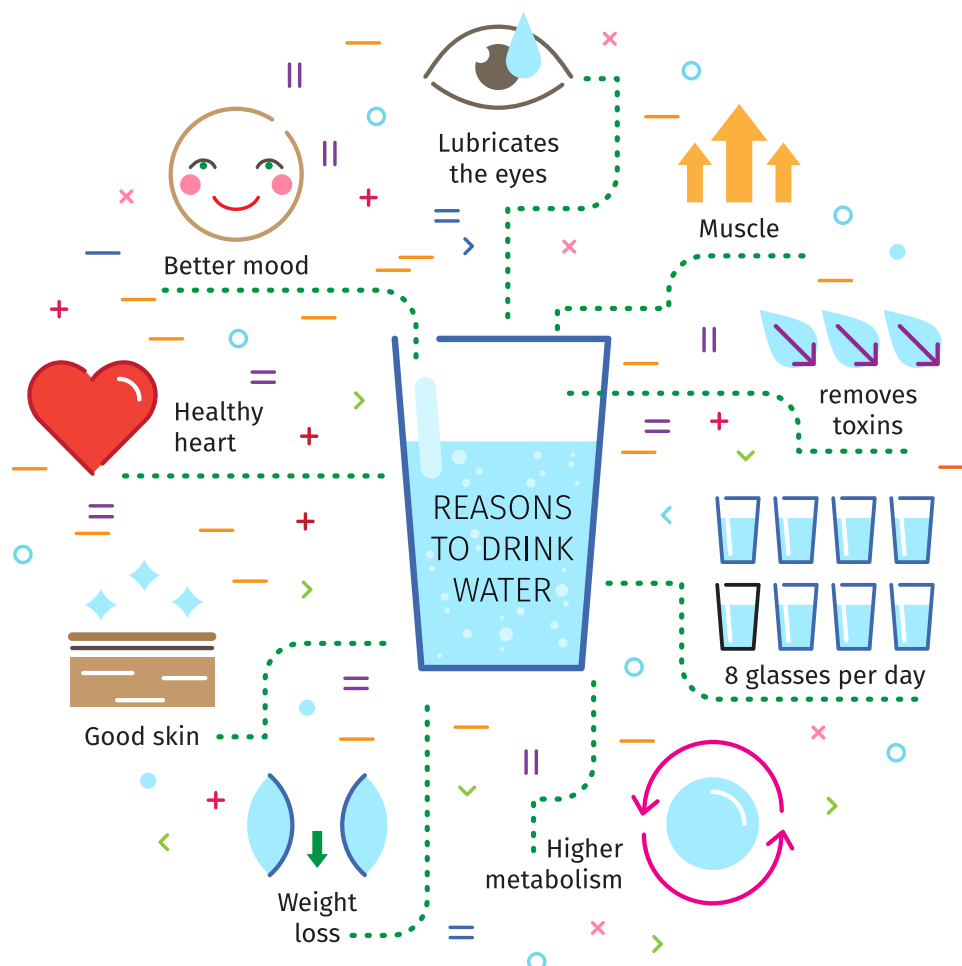


### Vocab

**bacteria** – tiny organisms that can only be seen under a microscope. Some bacteria are bad, and make us sick. Other bacteria are good for us.



- 1 What is 60% of the human body made from?  
*60% of the human body is made from...*
- 2 What do you infer would happen if a person did not drink water for many days?  
*I can infer that...*
- 3 Does this text convince you that water is good for you? Why or why not?  
*This text convinces / does not convince me that water is good for me because...*
- 4 Rewrite these sentences in the active voice:
  - a. 8 glasses of water are drunk by her every day. She drinks...
  - b. Diseases are prevented by drinking water Drinking water...
  - c. Diseases such as cancer can be prevented by drinking water. Drinking water can...
  - d. Bad bacteria are cleaned away by sweating. Sweating cleans...



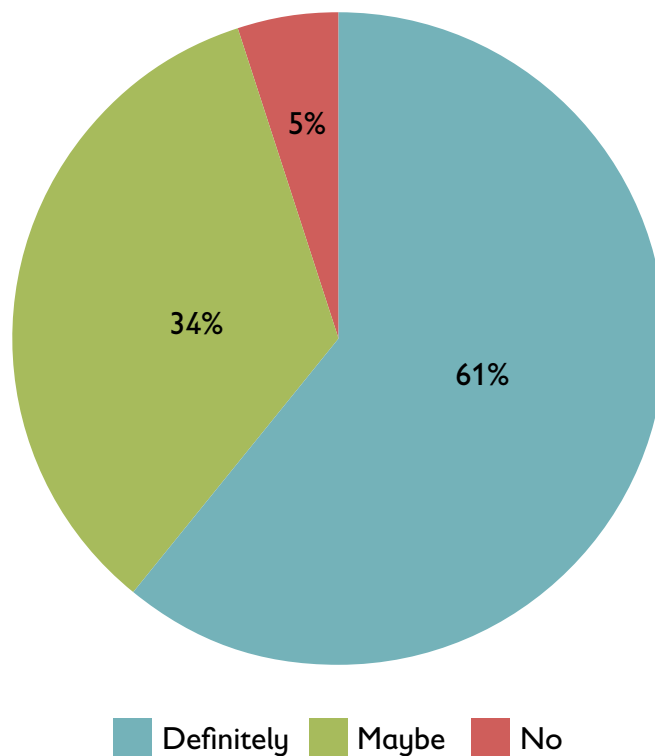


## Visual Text

*Read and discuss this text with your partner during group guided reading.*

### Graph showing parents' responses after the meeting

After the parent meeting at Mondo Primary School, the parents were asked if they would change their eating habits at home. These were their responses:



1. What percentage of parents said they would maybe change their habits?

*The percentage of parents who will maybe change their habits is...*

2. What did the majority (most) of the parents say they would do?

*The majority of the parents said...*

3. How do you think you could encourage the parents who said they would not change their habits?

*I could encourage them by...*



## Summary: Water and our bodies

1. Read the non-fiction text again: **Water and our bodies**
2. Then, make a mind-map about water and our bodies.
3. Only write key words (the most important words, not a full sentence).

### Summary: Title





# THEME

## Revision

Term 4

Weeks 7 & 8 | Cycle 4

